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ABSTRACT

The fourth report required by the Maryland Educational Accountability Act, this report contains information about goals for Maryland public education and progress toward those goals. An introductory chapter explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The second chapter chronicles accomplishments of the Maryland State Department of Education, including educational programs, public library programs, vocational rehabilitation programs, and other program support services in such areas as affirmative action, teacher certification, and accreditation of schools and programs. The central purpose of the report, to present Maryland accountability assessment information, is accomplished in Chapter Three. Results show that Maryland scores on the Iowa Test of Basic Skills at the third-grade level are the same as or significantly ahead of the national norms. At the fifth-grade level, scores are close to the national norms. Seventh- and ninth-grade averages range uniformly below the national norms. Scores are also presented at the county and school level. The last chapter contains a report of progress in special program areas, including Project Basic, special education program monitoring and evaluation, a revised program cost accounting system, and Project STAR, a program to help selected schools improve their reading programs. (Author/JM)

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Maryland Accountability Program Report
Year IV
School Year — 1976-1977
Maryland State Department of Education

January 1, 1978

Prepared with the Assistance of Westat Research, Incorporated

EA 010 863

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DAVID W. HORNBECK
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

October 3, 1977

To The Honorable Blair Lee and Members of the General Assembly

This is our fourth annual report on educational accountability, submitted in compliance with Article 77 Section 28A of the Annotated Code of Maryland.

Earlier reports included substantial ancillary material. We now believe that the effect was to intimidate many readers with the sheer bulk of the publication. We have therefore reduced the volume by about 40 percent by careful editing and elimination of marginally relevant material. We hope that action encourages broader readership.

Sincerely,

DAVID W. HORNBECK
State Superintendent of Schools

DWH:pm
Enclosure

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CHAPTER 1 INTRODUCTION

This report is the principal instrument for the disclosure of information about goals in public education and progress toward those goals. It is directed to the Governor and the General Assembly as required by the Maryland Educational Accountability Act. Chapter 1 explains the concept of educational accountability and provides background information about the Maryland Accountability Program.

1.1 The Definition of Accountability

Simply stated, educational accountability is an attempt to measure, disclose, interpret, and improve results achieved by public educational school programs. Its purposes are: (1) to promote an understanding of the relationships between the quality of education, the characteristics of educational settings and programs, the processes of education, plus needed and available human and material resources; and, (2) on the basis of this understanding, to make improvements in the educational system.

It is important at this point to recognize that education is a shared responsibility. Parents and members of the various communities in the state, including public officials, have an enormous opportunity for influence and impact on the work of the schools. Social processes, including learning, cannot be conducted by the schools without active support from parents and the community. Accordingly, the responsibility to be accountable extends beyond the classroom to the whole school, the school system, the State education agency, the State government, and the larger community.

1.2 The Maryland Educational Accountability Act

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, the Annotated Code of Maryland Supplement was passed. The law has come to be commonly called the "Maryland Educational Accountability Act" (see Appendix A).

The overall purpose of the Act is to provide for the establishment of a program of statewide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of the costs of instructional programs.

The Maryland Educational Accountability Act imposes several requirements for statewide accountability. These include: (1) the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels - State, school system, and individual school; (2) a school-by-school survey of the current status of student achievement in relation to established objectives, and the development of programs by each school for meeting its own needs; and, (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is, likewise, a stipulation of the Act.

The Maryland Educational Accountability Act also requires that a yearly report be submitted by the State Superintendent of Schools, to the Governor and the General Assembly, beginning in January 1975. This report must include, but is not necessarily limited to, the progress made by the Maryland State Department of Education (MSDE), by local school systems, and by individual schools toward the achievement of their respective goals and objectives. The report should also include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

1.3 The Maryland Accountability Program

Four major components of the Maryland Accountability Program (MAP) were established following these directives: (1) goals and objectives setting; (2) assessment; (3) process evaluation; and (4) program cost.

Staff responsibility for the administration of the accountability program is delegated by the State Superintendent of Schools to the Assistant State Superintendent, Division of Instruction. Accountability staff members in the Division of Instruction oversee MAP's operation at the State, system, and school levels, and coordinate developmental activities.

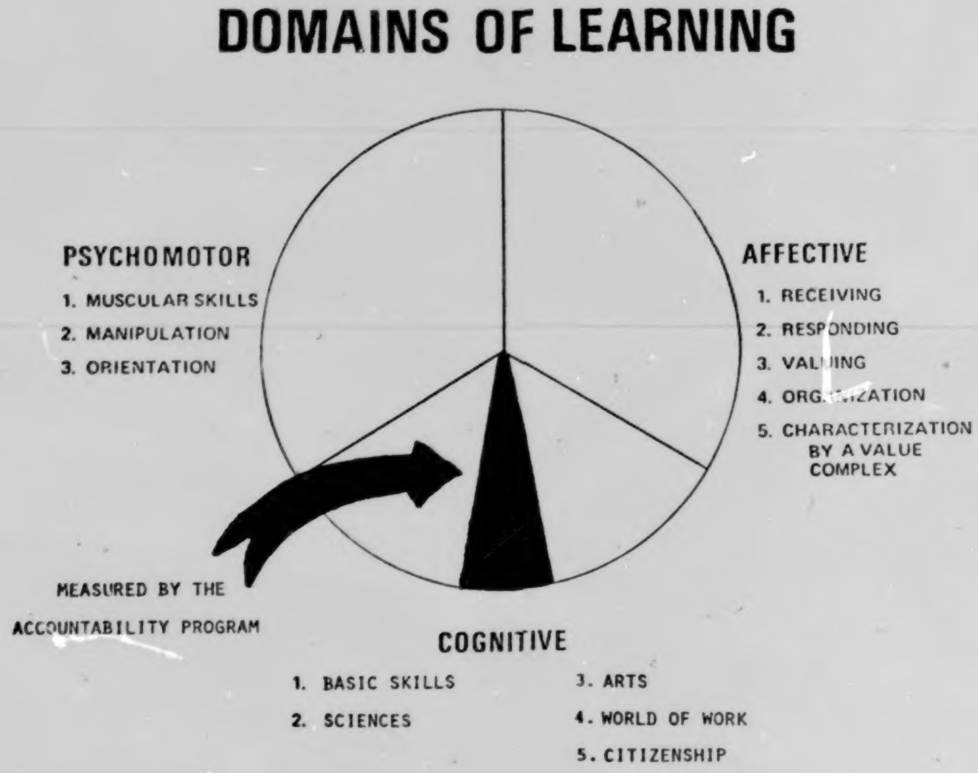
1.4 A Word of Caution

In 1973, the State Board of Education adopted a plan that called for the development and dissemination of statewide goals in reading, writing, and mathematics (see Appendix B). In subsequent phases, each of the 24 school systems was required to establish local goals and objectives in conformity with those established at the state level.

The relationship between educational goals and objectives established in Maryland and the assessment of current status is, however, by no means ideal. Only the reading, writing, and mathematics skills covered by the Iowa Tests of Basic Skills have been assessed and reported on in this document for the purposes of accountability. Statewide assessment has not been undertaken in other areas of the cognitive domain, such as social studies, science, and the arts. No information has been collected statewide on student attitudes, interests, and values - the so-called affective domain; nor is information available regarding the psychomotor domain of learning.

These three domains of learning - cognitive, affective, and psychomotor are represented pictorially in Figure 1. The shaded area highlights an estimate of the limited sector of cognitive skills that is measured in Maryland's present accountability effort.

Figure 1. Portion of Full Learning Experience Measured by Maryland Accountability Program


DOMAINS OF LEARNING
PSYCHOMOTOR
1. MUSCULAR SKILLS
2. MANIPULATION
3. ORIENTATION
AFFECTIVE
1. RECEIVING
2. RESPONDING
3. VALUING
4. ORGANIZATION
5. CHARACTERIZATION BY A VALUE COMPLEX
MEASURED BY THE ACCOUNTABILITY PROGRAM
COGNITIVE
1. BASIC SKILLS
2. SCIENCES
3. ARTS
4. WORLD OF WORK
5. CITIZENSHIP

1.5 Future Assessment Schedule

On February 23, 1977, the Maryland State Board of Education adopted a new Schedule of Assessment as part of a continued Maryland Accountability Program. The new schedule reflects the concerns that have been expressed about the limitations of nationally norm-referenced tests, the small part of the curriculum which is measured by the Iowa Tests of Basic Skills at certain grade levels, the need for more criterion-referenced testing, and the amount of time students must spend taking state-mandated tests.

The new Assessment Schedule for the Maryland Accountability Program is reproduced on the following page.

1977-78 Interim Year Schedule

Grades	Tests	
	Fall	Spring
3		ITBS: R; CAT,NV*
5		ITBS: R,M,L; CAT,NV
7	MFRT	ITBS: R,M,L; CAT,NV
9	MFRT	
11	MFRT	

1978-79 Final Schedule

Grades	Tests	
	Fall	Spring
3		ITBS: R; CAT,NV
5		ITBS: R,M,L; CAT,NV
7	MFRT,MFMT	ITBS: R,M,L; CAT,NV
9-11**	MFRT,MFMT	

* ITBS - Iowa Tests of Basic Skills, R-Reading Comprehensive, M-Mathematics, L-Language.
CAT - Cognitive Abilities Test, NV - Nonverbal Battery
MFRT - Maryland Functional Reading Test
MFMT - Maryland Functional Mathematics Test

** 9-11 - The designation 9-11 means that the students who pass the test in the 9th grade will not be tested again. Those students who fail the test will receive appropriate instruction and take the test again in grade 10. Those students who pass the test in grade 10 will not be tested again. Students who fail the test will receive appropriate instruction and be tested again, for the last time, in grade 11.

1.6 Instruments Used to Measure Academic Ability and Achievement

Reading, language arts, mathematics, and academic ability were assessed by nationally published norm-referenced tests (Iowa Tests of Basic Skills, Form 5 and the Cognitive Abilities Test, Nonverbal Battery, Form 1) in the third, fifth, seventh, and ninth grades. (See Appendix E for a detailed discussion of the norm-referenced assessment measures used.) In addition, functional reading skills have been assessed in the seventh and eleventh grades by a criterion-referenced test developed at the state level. (See Maryland Functional Reading Test Results for a detailed discussion of the criterion-referenced test.)

Norm-referenced tests are designed to provide information about student performance in board academic areas in relation to the performance of other students selected as representative of the nation as a whole. The subject-matter content of the tests is not precisely related to the instructional content of any particular school system or any individual teacher. The tests are designed to describe performances of students in relation to the average score made by a national sample of their peers.

CHAPTER 2 MARYLAND STATE DEPARTMENT OF EDUCATION: ACCOMPLISHMENTS AND OBJECTIVES

The Department of Education undertook a number of initiatives with the appointment of a new state superintendent early in the calendar year.

In the instructional area the most important of those initiatives is Project Basic, approved by the State Board of Education in January. Project Basic is a five-year program to establish minimum competency in each of five subject areas and to require that each student achieve at least those minimum competencies in all of them as a condition of high school graduation.

The five skill areas - basic skills, the world of work, leisure time, citizenship, and "survival" skills-are described as "that set of learning experiences which leads to effective and satisfying adulthood...ability to cope with oneself and others in a variety of settings."

By the end of the fiscal year staff for the project had been largely assembled and work begun on a comprehensive five-year plan involving the staff of the Department, local school system personnel, other agencies of government, and the public at large. Completion of the five-year plan is scheduled for December 1977. A 1982 goal has been set for completion of the total task: establishing and validating minimum competencies in each area, developing tests for those competencies, developing instructional materials, training teachers and administrators, and official enactment of a bylaw by the State Board of Education. A more detailed account of progress is found in Chapter 4.

The other major undertaking of the Department under new leadership is a management device, a modified management-by-objective system.

The system has two parts, the Agency Performance Plan and the Staff Development and Performance Report. Together they constitute a management system for planning the Department's activities and evaluating staff performance.

The Agency Performance Plan (APP) is an agreement between each employee and his/her supervisor that spells out the goals and activities of the employee for the year, including performance standards by which the activities may be evaluated. Goals and activities are directed towards priorities established by the State Board of Education, the state superintendent, or legislative enactments.

The Staff Development and Performance Report is a narrative response to six questions prepared by both the employee and the supervisor. The questions ask whether the employee has achieved the goals set in the previous APP. They also inquire about the employee's behavior in crisis situations, the effectiveness of the supervisor, the working relationships of the employee, his/her commitment to equal opportunity, and the training needs of the employee.

Future reports in this document on the accomplishments and objectives of the State Department of Education will be important abstracts from the two management reports. This year, however, we will limit our presentation to important abstracts from the APP's objectives for the year. Next year we will report on our achievements with respect to those projections and set down our important objectives for the year ahead.

Important objectives for Fiscal Year 1978 are contained in Section 2.1, Educational Programs.

2.1 Educational Programs

FY 1978 Objectives

A. Basic Skills

1. Conduct basic skills education in 24 Local Education Agencies (LEA's)
2. Complete FY 1978 Plan of Action for Maryland's Ten-Year Reading Plan in the 24 LEA's by:
    a. Implementing Standards for Successful Reading Programs in an additional one-third of Maryland's elementary schools;

    b. Conducting inservice training based on MAP data with 40 low schools in the state (Project STAR);

    c. Conducting inservice training with the four LEA's showing the lowest scores in the 1977 Maryland Functional Reading Tests Results;

    d. Developing reading competencies in grades 1-12 which are above the minimum performance levels stated on Maryland's Reading Scope and Sequence, Grades 1-12;

    e. Increasing the number of trained volunteers in reading to 20,000; and,

   f. Preparing a resolution and graduation requirements in reading.

3. Provide assistance with math programs in the 24 LEA's by:
   a. Implementing standards and objectives K-9;
   b. Administering Maryland's Functional Math Test;
   c. Producing an ITV series, "Solving Math Problems";
   d. Developing math competencies in grades K-12 above the minimal performance levels on Maryland's Math Scope and Sequence, Grades K-9.
4. Develop a statewide plan for testing and assessing the teaching of writing as a communicative process;
5. Determine an order of competencies in safety, nutrition, and health education;
6. Develop a plan for curriculum infusion of career education in cooperation with Project Basic;
7. Determine an order of competencies in science and social studies (to include citizenship) in cooperation with Project Basic;
8. Implement Adult Basic Education components for Project STAR schools in cooperation with Project Basic.

B. Pupil Services

1. Complete needs assessment currently being conducted and use data to design, develop, implement, and evaluate pupil services for programs to meet those needs in cooperation with the LEA's.

C. Innovative Programs

1. Design, develop, implement, and evaluate model educational programs in accordance with ESEA Title IV, Part C, Sec. 431 (1) (2) (4) regulations with special emphasis on those programs which support Project Basic.

D. Adult Education

1. Increase by 20 percent the number of adults taking and passing the General Educational Development (GED) test;

2. Increase number of adult registrants in Adult Continuing Education and Adult Basic Education by 30 percent;

3. Expand programs in business, industry, and agencies by 20 percent;

4. Conduct a program evaluation of 10 Adult Continuing Education and all special projects, utilizing State/LEA teams;

5. Develop and establish two additional career information and literacy centers for adults;

6. Establish an adult-performance based high school diploma model.

E. Early Childhood Education

1. Design, develop, implement, and evaluate Early Childhood Education Programs so that 90 percent of all pupils will be ready to achieve when they enter grade one by:

    a. Reviewing existing pre-kindergarten programs or projects to determine to what extent we are meeting our mandates;

    b. Providing leadership to 24 LEA's in the areas of curriculum development and program evaluation;

        c. Reviewing current information and statistics on the value of full-day, five-year old kindergartens in other states;

        d. Developing strategies for strengthening families in the role of parenting.

F. Migrant Education

    1. Enroll all migrant children in regular and summer programs for the period of their residency in Maryland;

    2. Design, develop, implement, and evaluate programs for meeting the special educational needs of migrant youth and for providing continuity in their schooling.

G. Disadvantaged Youth

    1. Design, develop, implement, and evaluate educational programs for disadvantaged youth so that 60 percent of the Title I children will achieve the competencies required for the grade.

H. Disruptive Youth

    1. Design, develop, implement, and evaluate programs within the 24 LEA's which will reduce the number of serious disruptions, youth suspensions, and dropouts by five percent in each area by:

        a. Establishing a system for determining schools where there are high incidences of disruption using suspension and dropout data;

        b. Determining from schools with high incidence of disruption the reason for it;

        c. Developing a plan cooperatively with the LEA, school, and State Education Agency (SEA) staff (including parents, students, and community workers) for the reduction of class or school disruptions;

d. Securing financial and human resources which are believed necessary for the alleviation of disruption.

I. Vocational-Technical Education

1. Establish and fund an internship position in sex-bias/sex role stereotyping elimination at the office of the Maryland Commission for Women;

2. Develop and implement a statewide planning system for vocational-technical and occupational education in the public secondary and postsecondary schools and community colleges of the state which will result in a three percent increased enrollment in all programs, a reduction in the early leavers or dropouts, and a one-half percent increase in the employment rate for program completers.

J. Special Education

1. Design and implement a comprehensive child-find model;

2. Design and implement a procedure to ensure nondiscriminatory testing, identification, and assessment of handicapped children;

3. Develop a comprehensive administrative system to ensure delivery of nonpublic services to handicapped children for whom an appropriate program cannot be provided within the local school system and who are profoundly, complexly, and uniquely handicapped;

4. Provide assistance to LEA's in developing educational programs for low incidence handicapped children;

5. Develop and implement a comprehensive model for the identification and provision of educational programs for handicapped children, aged three to five;

6. Provide vocational education for all handicapped children in Maryland;

7. Expand the utilization of nonpublic school options;

8. Visit and evaluate all nonpublic facilities and state institutions serving handicapped children through state utilization of state funds to determine the quality of program delivery and the cost effectiveness of such delivery;

9. Enter into cooperative agreements with the Department of Health and Mental Hygiene and the Department of Human Resources to ensure the full range of services to handicapped children.

K. Special Programs

1. Determine the achievement of health competencies in selected schools utilizing State Health Curriculum;

2. Implement a health, alcohol, and drug education program in the 24 LEA's;

3. Implement and coordinate a plan for health, safety, and nutrition instruction;

4. Determine that all physical education programs will meet Title IX requirements;

5. Establish five pilot programs at the elementary, middle, and high school levels to provide alternative programs on a flexible basis;

6. Provide 24 LEA's with program and administrative specifications that could reduce per pupil costs for driver education by a minimum of 25 percent;

7. Implement a statewide evaluation program that will assess the impact of driver education in terms of accident reduction potential and/or end-of-course student performance abilities;

8. Implement instructional programs for gifted and talented students in 14 LEA's;

9. Establish 10 additional model career information and placement centers which will serve students and adults in day and evening programs;

10. Implement a coordinated plan of law related education in elementary, middle, junior and senior high schools;

11. Implement multi-ethnic cultural programs in 24 LEA's;

12. Improve the early identification programs in the 24 LEA's.

2.2 Public Library and Network Programs

FY 1978 Objectives

A. Determine library needs of the state and recommend to the Superintendent of Schools and Maryland Council of Libraries needed changes in legislation including, but not limited to, increased state-local aid formula of $6.00 per capita;

B. Develop a working plan for the preparation of a Master Plan for Library Development, 1981-86;

C. Assist in the development and review of studies in library automation for Maryland Networking;

D. Publish an up-to-date manual explaining policies and procedures for State Network services that will be available to all network users;

E. Expand the bibliographic and communications system to increase the efficiency of the operation at the network;

F. Revise State Standards and Criteria for Regional Library Resource Center and complete a State Policy Manual for Regional Center;

G. Revise and publish State Standards for Public Libraries;

H. Provide specialized library services for the blind and the physically handicapped which will result in 200 new users of this library;

I. Provide inservice training opportunities for 500 teachers and library media personnel in the selection and use of instructional materials;

J. Provide opportunities for 200 teachers and library media specialists in the selection and evaluation of materials on ethnic and cultural minorities;

K. Provide training opportunities for 400 building, system, and state-level library media personnel relating to services and programs emanating from the library media program;

L. Provide school library media staff intensive inservice training and information in:

   1. Basic Skills;

   2. Reading;

   3. Human Relations;

   4. Gifted and Talented;

   5. Career Education.

2.3 Vocational Rehabilitation Programs

FY 1978 Objectives

A. Provide for a statewide system for delivering services to handicapped citizens in the state:

   1. Forty-four thousand, one hundred seventy persons will be listed on official case rolls of which 11,460 will meet criteria for acceptance for services;

   2. Of this number, 7,560 will be successfully rehabilitated; 3,380 of these will be classified as severely disabled;

B. Implement a process of monitoring case work recording practices to ensure that they are within state guidelines;

C. Maintain a program of evaluation to determine program effectiveness, efficiency, and client satisfaction;

D. Provide a wide range of comprehensive vocational rehabilitation and support services which will result in 1,200 persons receiving service at the Maryland Rehabilitation Center;

2.4 Program Support Services

FY 1978 Objectives

A. Affirmative Action

1. Design an affirmative action plan (management tool), to be used by all organizational levels, which will be periodically reviewed and revised to include additional action steps identified as necessary to accomplish overall equal opportunity objectives.
2. Provide technical assistance to the 24 LEA's in the preparation and implementation of plans and programs for the desegregation of public schools based on race, national origin, or sex;
3. Provide assistance and staff development opportunities for MSDE units and LEA's on race and sex discrimination concerns;
4. Develop and publish criteria to eliminate stereotyping or bias on the basis of race, sex, and handicapping conditions;
5. Provide LEA's with opportunities to improve classroom management skills in the desegregated classrooms.

B. Certification

1. Issue certificates to eligible personnel within 15 working days of receipt of documentation;

2. Provide that appeal procedure is defined in each letter of rejection and that appeals are adjudicated within 20 working days.

C. Accreditation of Schools and Programs

1. Evaluate pre-service and graduate teacher education programs annually;

2. Accredit nonpublic schools within the state.

D. Instructional Television

1. Complete content for development of instructional television series and accompanying manuals for:

   a. Human, racial, and cultural concerns;

   b. Parenting;

   c. Jobs: seeking, finding, keeping;

   d. Early identification;

   e. Specials:

      (1) Certification;

      (2) Film festival;

      (3) Gifted and talented;

      (4) Project basic;

      (5) Museum of Science.

E. Food and Nutrition

1. Increase participation in the School Breakfast Program by 30 percent, the School Lunch Program by five percent, the Special Milk Program by five percent, the Child Care Program by 13 percent, and the Summer Food Service Program by 10,000 children;

2. Increase the number of children and adults receiving the advantage of the Food Distribution Program by five percent.

F. Pupil Transportation

1. Reduce the number and severity of pupil injuries by two percent;

2. Provide a more efficient funding and routing procedure that will be cost-effective. Reduce the number of forms required by 50 percent;

3. Reduce school bus accidents by using multi-media instructional materials to improve driver abilities and practices.

G. Needs Assessment

1. Administer the Maryland Accountability Project (MAP) to include testing, monitoring, data reporting and analysis, and dissemination;

2. Determine the process used by each LEA to ascertain marked deficiencies as required in Graduation Requirements;

3. Determine the cost-effectiveness component of MAP in reading, writing, and mathematics.

H. Research and Evaluation

1. Complete research/evaluation required for new, ongoing, or pilot projects including data gathering, analysis, and recommendations on the following:

    a. Develop and implement an evaluation plan for curriculum infusion, information, placement centers, and inservice activities of Career Education;

    b. Develop and implement an evaluation plan in the Gifted and Talented Programs to include summer centers, staff training, and demonstration centers;

    c. Refine the process and complete the evaluation of Project STAR;

    d. Receive and report the evaluation of the Functional Reading Program regarding standards and staff training.

2. Develop a system for validating the ascending order of difficulty of competencies in Project Basic.

CHAPTER 3. THE ACCOUNTABILITY ASSESSMENT INFORMATION

Introduction

In the spring of 1977, some 54,655 third-graders, 59,171 fifth-graders, 73,950 seventh-graders, and 71,583 ninth-graders took ten subtests of the Iowa Tests of Basic Skills, and the non-verbal portion of the Cognitive Abilities Test. This testing produced nearly three million individual scores for well over a quarter of a million Maryland schoolchildren. First compiled at the school level, these scores gave rise to 23,991 school averages; further compilation over all schools within a Local Education Agency trimmed these scores down to 1,056 LEA averages, and the final analysis produced the 44 State-level average scores. Along with a number of additional statistics, these school, LEA, and State average scores are the ones which fill the tables of this chapter of the Accountability Assessment Report.

First, a statistical profile of community and public-school resources (Table 1) is presented. Then, the State-and system-level average achievement scores are presented, along with additional statistics, for the 11 subtests administered (Table 2); this is followed by a comparison with the results of previous years on five of the more important skill areas (Table 2A). Finally, the school-level data appear, with school resources profiled in Table 3 and the school achievement averages on the five major subtests presented in Table 4.

Facts and Figures About Effort

During the 1976-77 school year, public education was the primary activity of nearly 1,000,000 persons in the State of Maryland. This figure includes the 860,879 pupils enrolled in our primary and secondary schools, together with their 76,556 teachers, supervisors, principals, superintendents, and other staff members. This means that in a state with 4,000,000 people, one of every four persons was directly involved in the educational process, not counting the parents, whose concern with their children's education can hardly be termed as one of noninvolvement.

Table 1 displays some of the community, school, and financial characteristics which together form an overall impression of the fourth accountability year's effort.

TABLE 1. MARYLAND STATE DEPARTMENT OF EDUCATION
SCHOOL CHARACTERISTICS
AS OF SEPTEMBER 1976

LOCAL UNIT	TOTAL SCHOOL ENROLLMENT	AVERAGE TEACHER SALARY	AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	AVERAGE YEARS TEACHING EXPERIENCE	AVERAGE YEARS ADMINISTRATOR EXPERIENCE	PERCENT STAFF MASTER'S DEGREE OR ABOVE	PUPIL/ STAFF RATIO	ATTENDANCE RATE
ALLEGANY	15,638	13,940	20,931	12.4	21.1	41.0	18.6	95.9
ANNE ARUNDEL	77,049	14,808	23,864	9.9	19.9	28.1	18.9	94.3
BALTIMORE CITY	159,038	14.065	23,153	10.4	24.5	21.4	17.0	89.3
BALTIMORE	118,844	15,063	25,579	10.8	22.9	44.3	17.0	95.6
CALVERT	7,236	13,782	24,516	8.5	19.7	31.2	18.1	93.3
CAROLINE	5,154	11,232	18,559	9.4	14.9	12.7	17.5	95.0
CARROLL	19,829	12,201	22,088	9.3	18.8	17.3	19.5	94.9
CECIL	13,310	12,030	21,583	8.8	14.8	21.4	20.3	93.6
CHARLES	17,357	13,239	22,193	8.7	19.5	27.9	19.1	94.0
DORCHESTER	6,032	12,572	21,322	10.6	26.4	31.1	17.0	94.5
FREDERICK	22,958	13,105	22,537	10.7	17.6	26.2	19.6	93.7
GARRETT	5,844	10,978	17,089	11.6	16.5	28.7	18.6	94.9
HARFORD	33,955	13,386	21,361	9.4	16.6	37.2	18.4	95.6
HOWARD	24,657	13,883	23,286	8.0	18.7	38.8	17.7	95.3
KENT	3,444	12,079	21,511	9.6	15.8	23.3	17.1	96.0
MONTGOMERY	117,630	15,902	29,505	12.2	21.5	46.3	17.3	94.9
PRINCE GEORGE'S	144,747	15,212	25,912	11.2	20.1	32.0	18.8	87.4
QUEEN ANNE'S	4,884	12,436	21,609	8.5	16.8	19.7	19.4	94.8
ST MARY'S	12,159	12,091	20,959	8.7	16.8	21.8	17.2	94.3
SOMERSET	4,286	10,640	18,044	9.4	21.4	15.4	17.8	95.6
TALBOT	4,500	12,488	19,182	10.5	21.3	27.5	14.9	94.4
WASHINGTON	22,814	12,580	20,430	10.9	20.0	31.7	18.8	95.1
WICOMICO	13,313	12,110	18,945	13.2	22.9	21.5	17.5	96.3
WORCESTER	6,201	12,792	26,077	9.7	21.6	20.3	15.8	96.2
TOTAL STATE	860,879	14,203	23,640	10.6	20.3	31.5	17.9	92.7

TABLE 1.
(CONTINUED)

MARYLAND STATE DEPARTMENT OF EDUCATION
FINANCIAL CHARACTERISTICS: 1975-76

LOCAL UNIT	TOTAL PER PUPIL EXPENDITURES	PER PUPIL EXPENDITURES FOR INSTRUCTION	PERCENT EXPENDITURES FOR INSTRUCTION	PER PUPIL EXPENDITURES FOR PUPIL SERVICES	PERCENT EXPENDITURES FOR PUPIL SERVICES	PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
ALLEGANY	1,287.34	909.68	70.7%	8.27	0.6%	28.03	2.2%
ANNE ARUNDEL	1,237.09	937.29	75.8	10.69	0.9	35.05	2.8
BALTIMORE CITY	1,336.52	954.02	71.4	12.65	1.0	50.18	3.8
BALTIMORE	1,483.33	1,090.23	73.5	9.47	0.6	32.51	2.2
CALVERT	1,420.56	992.41	69.9	14.67	1.0	39.75	2.8
CAROLINE	1,176.87	807.98	68.7	10.72	0.9	28.35	2.4
CARROLL	1,145.34	827.15	72.2	13.53	1.2	32.22	2.8
CECIL	1,127.46	798.75	70.9	7.98	0.7	32.18	2.9
CHARLES	1,269.66	882.71	69.5	11.71	0.9	35.11	2.8
DORCHESTER	1,406.10	1,014.87	72.2	8.77	0.6	43.28	3.1
FREDERICK	1,210.51	877.17	72.5	7.91	0.7	32.83	2.7
GARRETT	1,090.99	740.68	67.9	6.48	0.6	26.90	2.5
HARFORD	1,200.08	887.70	74.0	9.10	0.8	27.94	2.3
HOWARD	1,436.63	1,023.59	71.3	5.51	0.4	35.95	2.5
KENT	1,369.09	927.72	67.8	14.28	1.0	30.51	2.2
MONTGOMERY	1,791.68	1,294.51	72.3	24.87	1.4	57.75	3.2
PRINCE GEORGE'S	1,446.78	1,021.55	70.6	7.90	0.5	38.86	2.7
QUEEN ANNE'S	1,222.42	843.70	69.0	5.76	0.5	22.15	1.8
ST MARY'S	1,271.46	878.41	69.1	17.03	1.3	33.46	2.6
SOMERSET	1,193.15	837.36	70.2	8.11	0.7	30.22	2.5
TALBOT	1,400.38	1,038.19	74.1	16.43	1.2	34.62	2.5
WASHINGTON	1,225.18	894.32	73.0	4.94	0.4	33.88	2.8
WICOMICO	1,202.20	876.91	72.9	5.85	0.5	22.42	1.9
WORCESTER	1,367.18	996.11	72.9	4.20	0.3	25.08	1.8
TOTAL STATE	1,407.11	1,014.68	72.1	11.93	0.9	40.38	2.9

NOTE: EXPENDITURES BY STATE FOR TEACHERS' RETIREMENT AND SOCIAL SECURITY ARE NOT INCLUDED.

It is both interesting and instructive to look at these figures in relation to the same figures for the previous accountability years. This simultaneous display appears below.

SCHOOL CHARACTERISTICS	'73-'74	'74-'75	'75-'76	'76-'77
Total enrollment	911,097	894,314	880,900	860,879
Average teacher salary	$11,164	$12,352	$13,363	$14,203
Average administrator salary	$19,079	$20,837	$22,171	$23,640
Average years' teaching experience	9.7	9.9	10.2	10.6
Average years' administrative experience	20.1	20.2	20.3	20.3
Percent staff master's degree or above	24.5	26.6	28.8	31.5
School-level pupil/staff ratio	19.6	18.8	18.4	17.9
Percent daily attendance	92.3	92.0	92.2	92.7
FINANCIAL CHARACTERISTICS				
Total cost per pupil	$996	$1,084	$1,263	$1,407
Per pupil instructional cost	742	799	912	1,015
Percent instructional cost	74.7	73.7	72.2	72.1
Per pupil administrative cost	$27	$29	$37	$40
Percent administrative cost	2.7	2.6	3.0	2.9
Per pupil personnel services cost	$10	$11	$12	$12
Percent personnel services cost	1.0	1.0	1.0	1.0

From the preceding tabulation, a number of interesting and encouraging trends may be identified:

1. Teacher and administrator salaries have kept pace with the general rate of inflation.
2. Teacher and administrator qualifications have steadily improved in terms of experience and professional education.
3. The pupil/staff ratio has seen a consistent decline toward an optimally effective ratio.
4. The percent daily attendance, over the four accountability years, shows acceptable levels of stability.

5. Total per-pupil costs have not risen beyond what could be expected on the basis of inflation alone.

6. However, percent allocation of per-pupil costs to instruction per se has declined marginally, primarily because of the increase of the percent allocation to ancillary services, which include transportation, food services, teacher benefits, health services, and the like.

How does Maryland compare to other states in the Union? Each year, the National Center for Education Statistics (NCES), in the Education Division of the U.S. Department of Health, Education, and Welfare, publishes its Digest of Education Statistics. According to the most recent (1975) edition of this publication, Maryland compares to other states on some of its school and financial characteristics as follows:

1. The median number of school years completed by Maryland persons 25 years or over is exactly that of the United States as a whole: 12.1 years. (Census data, 1970)

2. However, the percent of persons in Maryland extending their education beyond college is the second highest in the nation (6.6 percent), after the District of Columbia (9.7 percent). (1970 Census)

3. Illiteracy in Maryland (1.9 percent) is well below that of the U.S. (2.4 percent), according to the U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-23, No. 8.

4. Measured in percent of per capita income (7.5 percent), Maryland spends slightly more than the U.S. (7.3 percent) on the education of its youth. (Source: Survey of Current Business, 1974)

5. The average daily attendance in Maryland, as a percent of the average daily enrollment (92.7 percent), is slightly below that of the U.S. (93.0 percent); but Maryland's average length of term in school days (180) is longer than that for the country (178.7).

6. The average annual salary of Maryland's instructional staff ($14,203) compares favorably with that of the U.S. ($12,070).

In general, nothing about Maryland's school and/or educational finance characteristics, in comparison with the U.S. as a whole, gives cause for alarm or discouragement. To the contrary, in most of these characteristics Maryland takes a strong and healthy position among its sister states.

3.1 STATE LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

State of Maryland

MARYLAND
GARRETT
ALLEGANY
WASHINGTON
CARROLL
BALTIMORE
CECIL
HARFORD
FREDERICK
BALTIMORE CITY
KENT
HOWARD
ANNE ARUNDEL
QUEEN ANNES
MONTGOMERY
CAROLINE
PRINCE GEORGES
TALBOT
CALVERT
DORCHESTER
CHARLES
ST. MARYS
WICOMICO
SOMERSET
WORCESTER

State-Level Test Results

Table 2 shows by grade-level the State-level average grade equivalent scores on the ten subtests of the Iowa Tests of Basic Skills, together with the average Standard Age Scores, obtained from the nonverbal portion of the Cognitive Abilities Test. These average grade-equivalent scores were computed from student-level data. The test results are more difficult to interpret than the figures on school and financial characteristics of the previous section. The reason is that dollars are dollars and need only be counted. Similarly, students and teachers of various categories, need only be identified and counted. However, any difficulty of interpretation is eased somewhat if these scores are thought of as descriptive of the "average" Maryland student, although such an actual person does not exist. As such they are subject to error or points of view on what the students were supposed to have learned. Yet, the large question remains: Are the observed average grade equivalents good, bad, or indifferent?

An obvious approach to finding the answer to this question is a comparison with the "National Norms." Such a comparison is not as simple as was apparently supposed by a reporter who inquired, "Why is Maryland below the National Norm?" Many people understand the term "National Norm" to be a scoring level which would be "normal" or "expected" for an average student at a particular grade level. But no such meaning is implied in the official use of this term by those who established the norms, nor by those who make professional reference to them. These are the facts of the matter. Between October 12 and November 13, 1970, the publishers of the Iowa Tests of Basic Skills administered their test battery to a large sample of students from all over the United States. This sample, referred to as the National Norm Sample, was selected in such a way as to represent a cross section of the elementary schoolchildren in the Nation. The tests were scored and the results statistically treated so that a particular test score could be expressed as a grade equivalent. For example, the average grade equivalent obtained by third-graders in the National Norm Sample was 3.7 on all subtests. Thus, when we notice that the average Maryland third-grader scored 3.8 on the Vocabulary and 4.3 on the Spelling subtests, it is correct to say that the average Maryland third-grader scored slightly higher in Vocabulary and substantially higher in Spelling than the average third-grader in the 1970 sample. But it is an entirely different matter to say how either of these scores compare to what would be "normal" or "expected" for a particular Maryland third-grader.

At this point, several important factors begin to play a role. First, the kind of classroom experiences, curriculum exposure, learning activities, teacher emphasis on certain skills and environmental expectations begin to differentiate between the "normality or expectancy" of the Maryland and National Norm Sample student; second, the personal ability levels, home backgrounds, aptitudes, and interests set the two still further apart; and finally there is the problem of National trends in test scores. It is well known that in the last decade the scores on standardized tests have dropped off across the Nation. This means that comparing the 1977 Maryland Accountability Assessment results to 1970 National Norms is really a matter of comparing how our students performed on a particular test this year with a sample of students who took this test some seven years ago. We do not say that any such comparison of Maryland averages with the National Norms is meaningless. The above remarks were intended to caution against an overinterpretation of the data, not to recommend throwing them away. In spite of the many enthusiastic suggestions from some quarters to do just that, there is much to be gained from a thoughtful inspection of the test results.

Most important, a consideration of the knowledge, understanding, and skills subsumed by the test items would hardly cause a parent or teacher to be indifferent as to whether or not their children had gained any proficiency in them. The old euphemism that we "don't want to teach to a test" is a poor excuse indeed for failing to provide the kind of education which will help our children acquire the basic skills that are essential to their social and intellectual development. When a particular test samples these basic skills, as the Iowa Tests of Basic Skills certainly does, then teaching our children these skills is the issue, and "teaching to the test" becomes merely a distracting platitude. The scores our children obtain on the tests can be very useful indeed, as barometric indicators of how well we are succeeding. But they cannot be used to determine if a child is "normal," "meeting expectations," or even "up to par."

With respect to an individual student, the way that student scores on the ITBS can, when looked at in conjunction with much additional information on that student, provide some diagnostic insight into the student's progress in school. At least the publishers claim this, and many successful educators agree with them. However, any such diagnostic informational content is lost once we start collecting large numbers of test scores and compute averages. Since the Maryland Accountability Report deals only with such averages, and those for very large numbers of students, it should be clearly understood that the data can function *only* as indicative of achievement levels, and *not* as diagnostic indicators of differential school effectiveness. Only a carefully-designed process evaluation can hope to achieve this to some extent.

With all these precautions in mind against both a stringent overinterpretation and an unwarranted ignoring of the data, what does Table 2 tell us about the basic skills achievement of the "average" Maryland student? Below are some pertinent observations, by grade-level, which comprise a partial answer to the question.

1. The Maryland *third-grade* averages for all ten subtests are the same, or well ahead of the National Norms.
2. The Maryland *fifth-grade* averages fluctuate around the National Norms: Vocabulary, Reading Comprehension, and Math Problems (all 5.4) slightly below the National Norm of 5.7, with all the remaining subtests at or above the Norms.

3. The Maryland seventh- and ninth-grade averages range uniformly below the National Norms.

In general terms, Maryland's third- and fifth-graders scored better, or right along with their 1970 Norm Sample counterparts; the Maryland seventh- and ninth-graders, however, fell short of the seventh-and ninth-grade averages in the Norm Sample. To judge these results, two important points should be considered in addition to the cautions already set forth previously:

1. The standard deviations shown in Table 2 are UNIFORMLY and CONSISTENTLY larger than those for the National Norm Sample, in all subtests, for every grade level. Since the standard deviation is a measure of variability, or dispersion, among the scores, this relationship indicates that the National Sample was a more homogeneously performing group of students than the Maryland students, taken as a group. This information constitutes an important clue as to possible differences in the composition of the two groups. Since no accurate and complete socio-demographic data are available for a careful comparative study, such possible differences can only be surmised. However, it is known that the percentages of students in large inner-city schools and those coming from lower socio-economic backgrounds are larger in the Maryland school population of today than they were in the National Norm Sample.

2. If any systematic deviation exists in Maryland's curricular emphasis from that which characterized the learning experiences of the 1970 Norm Sample students, such a deviation would at once have an accumulative effect, producing larger score differences at the higher grade levels.

Pursuant to these two observations, it is instructive to extend the comparison of Maryland's test results with those of the 1970 Norm Sample beyond their averages. For four of the major subtests, this extension is done in the table on the next page. If Maryland's distribution of scores had been identical to that of the Norm Sample, the entries of every row in this table would have been 16 percent, 68 percent, and 16 percent, for the three columns respectively. The extent that these percentages "migrated" to the left or right, functions as an indicator of how the Maryland students scored below or above the Norm Sample. From this table, the superior performance of Maryland's third-graders is at once apparent. At the same time, it is also apparent that the performance of the seventh-and ninth-graders is not nearly as depressing as an inspection and comparison of their averages alone might indicate. Obviously, the vast majority of our "middle schoolers" perform well within a range, or even beyond, where the majority of the National Sample students

Comparison of Maryland Achievement to National Norms of Four ITBS Subtests

	Percent of Maryland Students Scoring		
	1 SD Below Norm	Norm ± 1 SD	Above Norm + 1 SD
VOCABULARY			
Grade 3	16	63	21
Grade 5	24	61	15
Grade 7	30	60	10
Grade 9	30	60	10
READING COMPREHENSION			
Grade 3	15	63	22
Grade 5	23	63	14
Grade 7	30	61	9
Grade 9	30	60	10
LANGUAGE TOTAL			
Grade 3	9	56	35
Grade 5	16	65	19
Grade 7	23	64	13
Grade 9	26	63	11
MATH TOTAL			
Grade 3	18	59	23
Grade 5	21	59	20
Grade 7	27	60	13
Grade 9	30	59	11

scored. The statistical indications are strong that the lowering of averages was caused by a plurality of very low-scoring students in Maryland (at the seventh- and fifth-grade levels) as compared with the Norm Sample. However, it is immediately necessary to refrain from typing these lower-scoring students as "culprits." Quite to the contrary, there is evidence of performance beyond expectation, espec[illegible] for these students. The evidence is this: the test results were carefully analyzed over all four years of the Accountability Program. This analysis took into account the ability levels of the students in assessing their test performance. As it turned out, large numbers of schools populated with low-scoring students nevertheless were shown to have succeeded in helping their students acquire basic skill levels well beyond their expectation. Such schools deserve a royal commendation for their diligent efforts, and are no doubt responsible for the bottoming-out of the downward trend in achievement.

This leveling-off, and probable first step toward resurgence, is evidenced in Table 2A which displays the Maryland data for the four major subtests over the four Accountability Assessment years. A discussion of this trend follows that table in question-and-answer format.

TABLE 2A. STATE LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	100	101	102	102
	5	101	102	103	103
	7	101	101	103	103
	9	102	102	104	104
VOCABULARY (ITBS)	3	3.5	3.6	3.7	3.8
	5	5.3	5.3	5.3	5.4
	7	6.9	6.9	6.9	6.9
	9	8.6	8.5	8.5	8.4
READING COMPREHENSION (ITBS)	3	3.6	3.6	3.7	3.8
	5	5.3	5.3	5.3	5.4
	7	6.9	6.9	6.9	6.9
	9	8.4	8.4	8.4	8.4
LANGUAGE TOTAL (ITBS)	3	3.9	4.0	4.1	4.3
	5	5.5	5.5	5.6	5.8
	7	7.1	7.0	7.0	7.1
	9	8.5	8.5	8.5	8.5
MATHEMATICAL TOTAL (ITBS)	3	3.6	3.6	3.7	3.8
	5	5.5	5.5	5.6	5.6
	7	7.2	7.1	7.2	7.1
	9	8.7	8.6	8.6	8.6

DISCUSSION OF TABLE 2A
STATE LEVEL DATA

With four years of test results displayed side by side in Table 2A, some questions on trend naturally arise. Many conservative, pure statisticians would no doubt prefer to be noncommittal on the grounds that the differences are too small over too few years to permit an identification of clear trends. However, if appropriate safeguards are taken against over-interpretation of the data, some questions can be answered tentatively about what is happening to the performance levels of Maryland's students.

Q. Are the observed differences in average grade equivalents "real"? (e.g., Did the average third-grader in Maryland really score steadily higher from Year I to Year IV?)

A. Yes. The problem of "real differences" in average grade equivalents is one of sampling error. But with the number of students tested ranging from 85 percent to 97 percent of all students in Maryland, the sampling error is so small that nearly all observed differences are statistically significant and reflect "real" changes in the average grade equivalents.

Q. Does this mean that wherever we see ups or downs from year to year our students, at fixed grade levels, are getting better or worse in the basic skills being tested?

A. Not necessarily. The extent to which average grade equivalents reflect true performance levels has to do with the standard error of the test. As it turns out, this works in favor of an encouraging trend in Table 2A. The largest observed drop* is only one-third of a standard error. Few responsible educators would interpret this as being anything other than a shift caused by measurement error. But the largest observed increase* exceeds a full standard error, which represents an educationally significant improvement.

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* A drop of .2 GE, ninth-grade Vocabulary, from Year I to Year IV. The standard error of the vocabulary subtest is .64 GE for the ninth grade.

Q. In view of such complicated issues, can anything be said about the trend in Maryland which makes common sense?

A. Yes.

1. The third grade shows a steady year-to-year improvement in all subtests.
2. No steady decline is observed in any grade on any subtest.
3. Whereas the third grade has come to reside solidly within the center of the National Norm Sample, the higher grades still have some way to go toward this position. This is particularly true of the ninth grade.

Of course, whether the observed improvements will be steadily continued or not, cannot be predicted from the data. Nor is it possible to say if the pattern of gain after loss represents an initial faltering, followed by steady improvement, or whether this is the beginning of a zigzag pattern.

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* An increase of .4 GE, third-grade Language Total, from Year I to Year IV. The standard error of the language total subtest is .23 GE for the third grade.

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

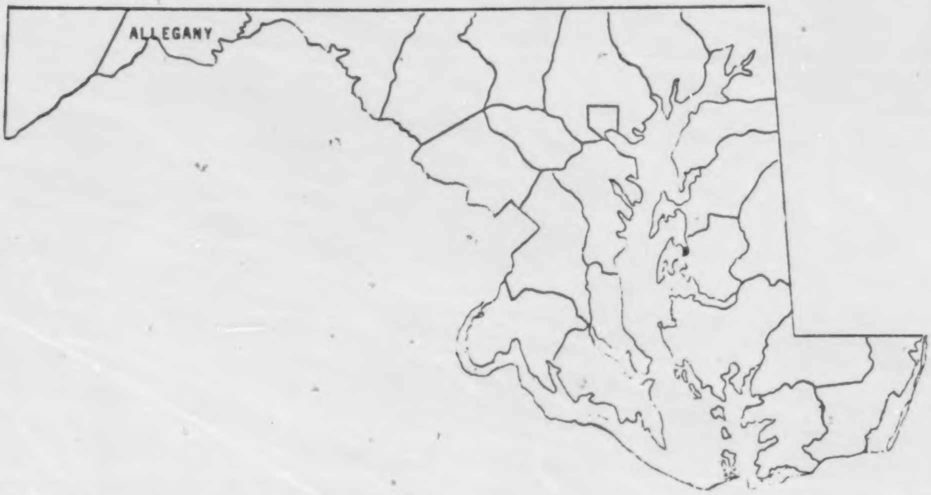
SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	55,538	100	869	102	16.6	3.8	1.2
	5	59,993	100	848	103	16.4	5.4	1.6
	7	73,952	92	245	103	16.5	6.9	1.9
	9	71,583	88	219	104	17.0	8.5	2.1
(2) READING COMPREHENSION	3	55,538	100	869	102	16.6	3.8	1.3
	5	59,993	100	848	103	16.4	5.4	1.5
	7	73,952	92	245	103	16.5	6.9	1.8
	9	71,583	88	219	104	17.0	8.4	2.0
(3) SPELLING	3	55,538	100	869	102	16.6	4.3	1.3
	5	59,993	100	848	103	16.4	5.7	1.8
	7	73,952	91	245	103	16.5	7.0	2.2
	9	71,583	87	219	104	17.0	8.4	2.3
(4) CAPITALIZATION	3	55,538	100	869	102	16.6	4.3	1.3
	5	59,993	100	848	103	16.4	5.9	1.8
	7	73,952	91	245	103	16.5	7.2	2.2
	9	71,583	87	219	104	17.0	8.6	2.4
(5) PUNCTUATION	3	55,538	100	869	102	16.6	4.4	1.5
	5	59,993	100	848	103	16.4	5.8	1.7
	7	73,952	91	245	103	16.5	7.0	2.1
	9	71,583	87	219	104	17.0	8.4	2.3

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	55,538	100	869	102	16.6	4.0	1.4
	5	59,993	100	848	103	16.4	5.6	1.8
	7	73,952	91	245	103	16.5	7.0	2.1
	9	71,583	88	219	104	17.0	8.3	2.4
(7) LANGUAGE TOTAL	3	55,538	100	869	102	16.6	4.3	1.3
	5	59,993	100	848	103	16.4	5.8	1.6
	7	73,952	91	245	103	16.5	7.1	1.9
	9	71,583	86	219	104	17.0	8.5	2.1
(8) MATHEMATICAL CONCEPTS	3	55,538	100	869	102	16.6	3.8	1.0
	5	59,993	100	848	103	16.4	5.7	1.5
	7	73,952	91	245	103	16.5	7.3	1.8
	9	71,583	88	219	104	17.0	8.7	2.0
(9) MATHEMATICAL PROBLEMS	3	55,538	100	869	102	16.6	3.7	1.1
	5	59,993	100	848	103	16.4	5.4	1.4
	7	73,952	91	245	103	16.5	7.0	1.7
	9	71,583	87	219	104	17.0	8.4	2.0
(10) MATHEMATICAL TOTAL	3	55,538	100	869	102	16.6	3.8	1.0
	5	59,993	100	848	103	16.4	5.6	1.4
	7	73,952	91	245	103	16.5	7.1	1.7
	9	71,583	87	219	104	17.0	8.6	1.9

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ALLEGANY COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

ALLEGENY COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	102	103	103	103
	5	106	104	106	106
	7	105	103	106	106
	9	107	104	105	105
VOCABULARY (ITBS)	3	3.8	3.9	4.0	4.0
	5	5.6	5.5	5.7	5.6
	7	7.7	7.7	7.5	7.4
	9	9.3	9.2	9.0	9.0
READING COMPREHENSION (ITBS)	3	4.0	3.9	4.0	4.1
	5	5.6	5.6	5.6	5.6
	7	7.1	7.2	7.4	7.3
	9	8.7	8.6	8.4	8.5
LANGUAGE TOTAL (ITBS)	3	4.5	4.5	4.6	4.7
	5	5.8	5.9	6.1	6.1
	7	7.5	7.8	7.6	7.6
	9	9.0	8.9	8.9	8.9
MATHEMATICAL TOTAL (ITBS)	3	3.9	3.8	4.0	3.9
	5	5.8	5.8	5.9	5.8
	7	7.4	7.3	7.4	7.4
	9	8.9	8.6	8.6	8.7

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	998	93	25	103	14.8	4.0	1.0
	5	1,089	96	25	106	14.7	5.6	1.4
	7	1,277	97	8	106	15.6	7.4	1.7
	9	1,348	92	8	105	15.4	9.0	2.0
(2) READING COMPRE-HENSION	3	998	93	25	103	14.8	4.1	1.2
	5	1,089	96	25	106	14.7	5.6	1.4
	7	1,277	97	8	106	15.6	7.3	1.6
	9	1,348	92	8	105	15.4	8.5	1.7
(3) SPELLING	3	998	93	25	103	14.8	4.7	1.2
	5	1,089	96	25	106	14.7	6.1	1.6
	7	1,277	97	8	106	15.6	7.5	2.1
	9	1,348	92	8	105	15.4	8.6	2.3
(4) CAPITAL-IZATION	3	998	93	25	103	14.8	4.8	1.2
	5	1,089	96	25	106	14.7	6.5	1.6
	7	1,277	97	8	106	15.6	8.1	2.0
	9	1,348	92	8	105	15.4	9.5	2.3
(5) PUNCTUATION	3	998	93	25	103	14.8	5.0	1.4
	5	1,089	96	25	106	14.7	6.1	1.6
	7	1,277	97	8	106	15.6	7.7	2.1
	9	1,348	92	8	105	15.4	8.8	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	998	93	25	103	14.8	4.2	1.3
	5	1,089	96	25	106	14.7	5.5	1.7
	7	1,277	97	8	106	15.6	7.3	2.0
	9	1,348	92	8	105	15.4	8.6	2.3
(7) LANGUAGE TOTAL	3	998	93	25	103	14.8	4.7	1.1
	5	1,089	96	25	106	14.7	6.1	1.4
	7	1,277	97	8	106	15.6	7.6	1.8
	9	1,348	92	8	105	15.4	8.9	2.0
(8) MATHEMATICAL CONCEPTS	3	998	93	25	103	14.8	4.0	0.9
	5	1,089	96	25	106	14.7	5.9	1.4
	7	1,277	97	8	106	15.6	7.6	1.6
	9	1,348	92	8	105	15.4	8.8	1.8
(9) MATHEMATICAL PROBLEMS	3	998	93	25	103	14.8	3.9	1.0
	5	1,089	96	25	106	14.7	5.6	1.3
	7	1,277	97	8	106	15.6	7.2	1.6
	9	1,348	92	8	105	15.4	8.6	1.8
(10) MATHEMATICAL TOTAL	3	998	93	25	103	14.8	3.9	0.9
	5	1,089	96	25	106	14.7	5.8	1.2
	7	1,277	97	8	106	15.6	7.4	1.5
	9	1,348	92	8	105	15.4	8.7	1.7

ALLEGANY COUNTY (BARTON - LAVALE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
BARTON	K-6	260	17.3	95.7	14.0	1.0	11.0	18.0	33.3
BEALL ELEMENTARY	K-6	419	24.6	96.2	16.0	1.0	14.1	25.0	52.9
BELAIR ELEMENTARY	K-6	423	23.5	96.2	17.0	1.0	7.8	23.0	38.9
COLUMBIA STREET	1-6	226	17.4	95.5	12.0	1.0	9.9	27.0	53.8
CORRIGANVILLE	1-6	124	20.7	95.0	5.0	1.0	12.8	8.5	50.0
CRESAPTOWN ELEMENTARY	K-6	514	24.5	96.4	20.0	1.0	13.8	21.0	33.3
EAST SIDE	K-6	327	21.8	97.0	14.0	1.0	13.6	15.0	46.7
ECKHART	K-6	185	18.5	97.6	9.0	1.0	13.5	13.5	20.0
ELLERSLIE	K-6	123	27.3	96.0	3.5	1.0	15.5	16.0	55.5
FLINTSTONE	K-6,7-12	508	20.3	95.1	23.0	2.0	10.2	22.7	40.0
FROST	K-6	396	22.0	97.4	17.0	1.0	19.6	25.0	27.8
GEORGES CREEK	K-6	463	22.0	97.1	20.0	1.0	10.6	21.0	33.3
GEPHART	1-6	269	22.4	94.8	11.0	1.0	15.8	12.0	58.3
JOHN HUMBIRD	K-6	341	21.3	95.9	15.0	1.0	5.7	23.0	43.7
JOHNSON HEIGHTS	K-6	383	23.9	96.4	15.0	1.0	14.4	41.0	37.5
LAVALE	1-6	175	19.4	97.6	8.0	1.0	20.1	13.0	55.5

ALLEGENY COUNTY (BARTON - LAVALE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BARTON	3	103	3.8	4.0	4.4	3.8
	5	101	5.0	4.9	5.3	5.4
BEALL ELEMENTARY	3	104	4.0	4.0	4.7	3.8
	5	109	5.6	5.9	6.2	6.0
BELAIR ELEM	3	110	4.4	4.5	5.0	4.1
	5	108	5.9	6.0	6.1	5.7
COLUMBIA STREET	3	105	3.4	3.7	4.3	3.7
	5	106	5.1	5.2	5.6	5.3
CORRIGANVILLE	3	103	4.0	4.2	4.6	3.8
	5	101	4.9	5.2	5.6	4.9
CRESAPTOWN ELEMENTARY	3	105	4.2	4.2	4.7	4.1
	5	111	6.1	6.2	6.7	6.3
EAST SIDE	3	100	4.3	4.3	5.2+	4.3+
	5	105	5.5	5.6	6.2	5.8
ECKHART	3	101	4.1	3.8	5.1+	3.8
	5	110	5.7	5.6	6.2	5.6
ELLERSLIE	3	98	3.9	3.2	3.7	3.2
	5	110	5.6	5.9	5.9	5.7
FLINTSTONE	3	106	3.8	4.0	4.4	3.8
	5	101	4.6	4.9	5.1	4.8
	7	101	7.2	6.3	6.7	6.7
	9	100	9.5+	8.0	9.5+	8.2
FROST	3	105	4.2	4.3	5.1	4.2
	5	106	5.8	5.9	6.4	5.9
GEORGES CREEK	3	97	3.5	3.4	3.9	3.4
	5	101	5.3	5.0	5.7	5.3
GEPHART	3	111	4.2	4.1	4.9	3.9
	5	110	5.8	6.0	6.5	6.0
JOHN HUMBIRD	3	98	3.4	3.5	4.0	3.3
	5	102	4.8	4.9	5.2	5.1
JOHNSON HEIGHTS	3	108	4.5	4.6	5.0	4.3
	5	106	6.0	5.8	6.3	6.1
LAVALL	3	103	4.5	4.3	5.1+	4.5+
	5	100	5.9	5.6	6.1	6.1+

ALLEGANY COUNTY (MCCOOLE - WASHINGTON JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
MCCOOLE	K-6	186	23.3	95.6	7.0	1.0	6.7	12.0	12.5
MT SAVAGE	K-12	833	19.8	96.5	40.0	2.0	11.9	33.5	54.8
NORTHEAST	K-6	195	19.5	97.4	9.0	1.0	10.8	24.0	30.0
OLDTOWN	K-12	430	15.3	95.0	26.0	2.0	9.7	14.7	32.1
PARKSIDE	K-6	445	27.8	97.2	15.0	1.0	14.2	14.0	37.5
PENNSYLVANIA AVENUE	1-6	485	18.0	96.1	25.0	2.0	12.1	20.3	29.6
PINEY PLAINS	1-6	68	22.7	96.3	3.0		3.0		
WEST SIDE	K-6	475	20.7	94.8	22.0	1.0	9.4	25.0	30.4
WESTERNPORT	K-6	376	20.9	97.6	17.0	1.0	15.4	22.0	33.3
ALLEGANY SR HIGH	9-12	1,236	18.4	95.3	63.0	4.0	13.5	22.9	46.3
BEALL HIGH	7-12	1,233	20.2	96.9	58.0	3.0	13.1	24.0	49.2
BRADDOCK JR HIGH	7-8	676	17.3	96.4	37.0	2.0	13.4	20.5	53.8
BRUCE SR JR HIGH	7-12	737	18.9	94.7	37.0	2.0	14.7	23.5	35.9
FORT HILL SR HIGH	9-12	1,406	19.5	94.8	72.0	3.0	13.4	23.0	48.0
VALLEY SR JR HIGH	7-12	730	19.7	94.8	35.0	2.0	13.0	27.0	59.5
WASHINGTON JR HIGH	7-8	814	18.5	95.4	42.0	2.0	13.1	17.7	47.7

ALLEGENY COUNTY (MCCOOLE - WASHINGTON JR. HIGH)

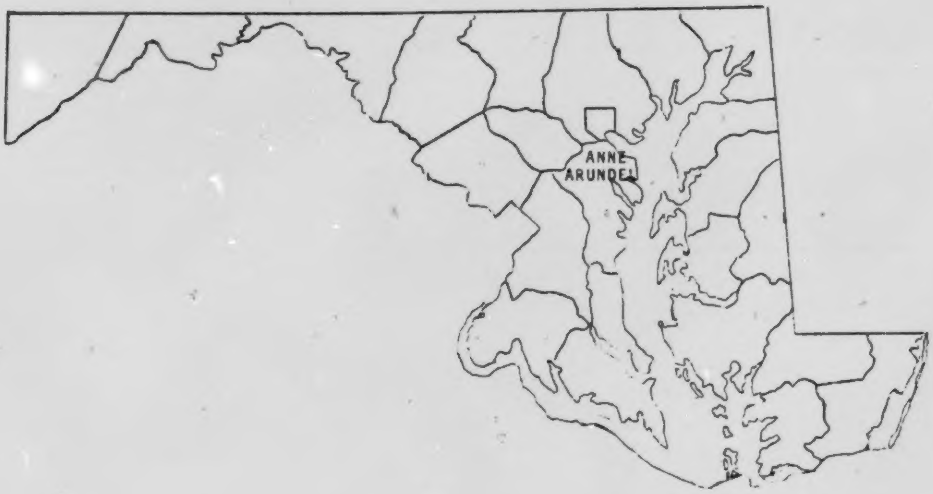
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
MCCOOLE	3	90	3.6	3.4	3.6	3.1
	5	101	5.2	5.3	5.5	5.1
MT SAVAGE	3	108	4.0	4.4	4.6	4.0
	5	106	5.6	5.4	5.8	5.5
	7	103	8.0+	7.2	7.7	7.0
	9	107	9.4	8.5	9.0	8.7
NORTHEAST	3	99	3.6	3.7	4.2	3.5
	5	115	5.8	6.1	6.7	6.3
OLDTOWN	3	95	3.0	3.2	3.5	3.1
	5	99	4.8	5.0	4.9	4.9
	7	102	6.4	6.6	6.7	6.8
	9	97	8.9+	7.6	8.4	7.9
PARKSIDE	3	108	4.6	4.8	5.4+	4.6
	5	109	6.0	5.9	6.3	6.2
PENNSYLVANIA AVENUE	3	101	4.6+	4.1	4.9	4.0
	5	107	5.5	5.7	6.1	6.2
PINEY PLAINS	3	106	4.2	4.0	4.6	4.3
	5	97	4.8	4.4	5.0	4.5
WEST SIDE	3	98	3.9	4.1	4.8+	4.1+
	5	105	6.2	6.0	6.7+	6.4+
WESTERNPORT	3	102	4.0	4.2	4.7	4.0
	5	108	6.4	5.8	6.2	5.9
ALLEGANY SR HIGH	9	107	8.8	8.8	8.9	9.0
BEALL HIGH	7	106	7.0	7.0	7.5	7.2
	9	105	8.4	8.7	8.7	3.9
BRADDOCK JR HIGH	7	109	7.9	7.6	8.1	7.6
BRUCE SR JR HIGH	7	104	6.9	7.3	7.3	7.7
	9	104	8.2	8.5	8.3	8.4
FORT HILL SR HIGH	9	106	9.4+	8.5	9.1	8.6
VALLEY SR JR HIGH	7	106	8.0	7.2	7.8	7.5
	9	102	9.3+	8.4	8.7	8.4
WASHINGTON JR HIGH	7	107	7.3	7.3	7.6	7.4

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ANNE ARUNDEL COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	100	101	104	104
	5	100	103	105	106
	7	102	103	104	105
	9	104	102	106	107
VOCABULARY (ITBS)	3	3.6	3.6	3.8	3.9
	5	5.4	5.4	5.5	5.7
	7	7.0	6.9	7.0	7.1
	9	8.5	8.5	8.6	8.6
READING COMPREHENSION (ITBS)	3	3.6	3.7	3.8	4.0
	5	5.4	5.3	5.5	5.6
	7	6.9	7.0	7.0	7.1
	9	8.4	8.4	8.6	8.6
LANGUAGE TOTAL (ITBS)	3	4.0	3.9	4.2	4.4
	5	5.4	5.5	5.7	6.0
	7	6.9	6.8	7.0	7.0
	9	8.2	8.2	8.3	8.4
MATHEMATICAL TOTAL (ITBS)	3	3.6	3.6	3.8	3.8
	5	5.5	5.5	5.6	5.7
	7	7.1	7.1	7.2	7.2
	9	8.6	8.5	8.6	8.7

ANNE ARUNDEL COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	5,283	95	74	104	15.4	3.9	1.1
	5	5,689	95	73	106	15.4	5.7	1.5
	7	6,674	93	17	105	15.4	7.1	1.8
	9	6,430	89	14	107	16.4	8.6	1.9
(2) READING COMPRE-HENSION	3	5,283	95	74	104	15.5	4.0	1.2
	5	5,689	95	73	106	15.5	5.6	1.4
	7	6,674	93	17	105	15.4	7.1	1.7
	9	6,430	90	14	107	16.4	8.6	1.9
(3) SPELLING	3	5,283	95	74	104	15.5	4.5	1.3
	5	5,689	95	73	106	15.5	5.9	1.7
	7	6,674	93	17	105	15.4	7.0	2.1
	9	6,430	90	14	107	16.4	8.4	2.2
(4) CAPITAL-IZATION	3	5,283	95	74	104	15.5	4.4	1.3
	5	5,689	95	73	106	15.5	6.1	1.7
	7	6,674	93	17	105	15.4	6.9	2.0
	9	6,430	90	14	107	16.4	8.4	2.2
(5) PUNCTUATION	3	5,283	95	74	104	15.5	4.6	1.4
	5	5,689	95	73	106	15.5	6.0	1.6
	7	6,674	93	17	105	15.4	6.8	2.0
	9	6,430	90	14	107	16.4	8.3	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES' BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	5,283	95	74	104	15.5	4.2	1.3
	5	5,689	95	73	106	15.5	5.8	1.7
	7	6,674	93	17	105	15.4	7.0	2.0
	9	6,430	91	14	107	16.4	8.2	2.2
(7) LANGUAGE TOTAL	3	5,283	95	74	104	15.5	4.4	1.1
	5	5,689	95	73	106	15.5	6.0	1.5
	7	6,674	93	17	105	15.4	7.0	1.7
	9	6,430	88	14	107	16.4	8.4	1.9
(8) MATHEMATICAL CONCEPTS	3	5,283	95	74	104	15.5	3.8	0.9
	5	5,689	95	73	106	15.5	5.7	1.4
	7	6,674	93	17	105	15.4	7.3	1.6
	9	6,430	90	14	107	16.4	8.7	1.9
(9) MATHEMATICAL PROBLEMS	3	5,283	95	74	104	15.5	3.8	1.0
	5	5,689	95	73	106	15.5	5.6	1.3
	7	6,674	93	17	105	15.4	7.1	1.6
	9	6,340	90	14	107	16.4	8.6	1.8
(10) MATHEMATICAL TOTAL	3	5,283	95	74	104	15.5	3.8	0.9
	5	5,689	95	73	106	15.5	5.7	
	7	6,674	93	17	105	15.4	7.2	1.5
	9	6,430	88	14	107	16.4	8.7	1.7

ANNE ARUNDEL COUNTY (ANNAPOLIS ELEMENTARY - DEALE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI- ZATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ANNAPOLIS ELEMENTARY	K-6	326	20.4	94.5	15.0	1.0	12.9	12.5	18.7
ARNOLD ELEMENTARY	K-6	473	21.9	96.3	20.6	1.0	13.7	24.0	23.1
BELLE GROVE ELEMENTARY	K-6	261	27.5	95.4	8.5	1.0	13.1	15.0	31.6
BELVEDERE ELEMENTARY	K-5	590	24.6	95.6	23.0	1.0	13.6	13.0	16.7
BENFIELD	K-6	586	22.6	96.8	24.9	1.0	14.2	22.1	34.4
BODKIN ELEMENTARY	K-5	710	24.7	94.8	27.8	1.0	11.4	14.0	31.3
BROADNECK	K-5	573	23.4	96.6	23.5	1.0	8.5	21.0	28.6
BROCK BRIDGE	K-6	471	21.9	96.0	20.5	1.0	4.8	23.7	7.0
BROOKLYN PARK ELEMENTARY	K-6	551	20.4	96.3	25.0	2.0	15.6	22.5	37.0
CAPE ST CLAIR	K-6	782	22.7	95.8	32.5	2.0	9.3	18.5	29.0
CARRIE R WEEDON	K-6	137	21.1	94.5	5.5	1.0	17.7	24.3	15.4
CENTRAL	PRE-K-6	752	19.3	96.0	37.0	2.0	9.5	25.8	35.9
CROFTON	K-6	668	24.7	95.0	26.0	1.0	8.1	16.7	37.0
CROFTON WOODS	K-6	861	24.6	95.9	33.0	2.0	7.5	18.0	20.0
DAVIDSONVILLE	K-6	542	21.3	96.1	24.5	1.0	10.6	25.0	15.7
DEALE	K-6	182	21.4	95.7	7.5	1.0	10.8	23.0	11.8

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ANNAPOLIS ELEMENTARY	3	109	4.3	4.7	4.9	4.2
	5	110	6.5	6.2	6.6	6.0
ARNOLD ELEMENTARY	3	105	3.8	3.8	4.2	3.9
	5	108	5.9	5.7	6.2	5.6
BELLE GROVE ELEMENTARY	3	100	4.2	4.4	4.7	4.1
	5	101	6.8+	6.3+	7.2+	6.7+
BELVEDERE ELEMENTARY	3	106	3.9	4.2	4.3	3.9
	5	108	5.9	6.1	6.4	6.1
BENFIELD	3	116	4.6	4.8	5.0	4.4
	5	110	6.5	6.6	6.9	6.7
BODKIN ELEM	3	111	4.2	4.5	5.0	4.2
	5	105	5.6	5.5	6.3	5.7
BROADNECK	3	106	4.1	4.1	4.6	4.0
	5	107	5.9	5.8	6.3	5.7
BROCK BRIDGE	3	101	3.5	3.6	4.2	3.7
	5	107	5.4	5.2	5.9	5.4
BROOKLYN PARK ELEMENTARY	3	99	4.1	4.1	5.1+	4.1+
	5	98	6.9+	5.9+	5.9	6.5+
CAPE ST CLAIR	3	103	4.0	4.2	4.6	4.0
	5	107	5.6	5.7	6.2	6.0
CARRIE R WEEDON	3	112	4.4	5.0	5.2	4.5
	5	102	5.1	5.3	6.0	5.7
CENTRAL	3	105	4.0	4.0	4.8	4.1
	5	109	5.5	5.6	5.6	5.5
CROFTON	3	110	4.4	4.6	4.9	4.2
	5	113	6.0	6.1	6.4	6.0
CROFTON WOODS	3	110	4.3	4.3	5.0	4.0
	5	113	6.3	6.1	6.5	6.2
DAVIDSONVILLE	3	99	3.7	3.9	4.2	3.6
	5	107	5.8	5.6	5.9	5.9
DEALE	3	99	3.4	3.5	3.9	3.0-
	5	103	5.4	5.3	5.4	5.5

ANNE ARUNDEL COUNTY (EASTPORT - HILLTOP)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
EASTPORT	K-6	276	18.4	96.0	14.0	1.0	10.2	11.2	33.3
EDGEWATER	K-6	621	20.0	94.2	30.0	1.0	11.9	24.0	22.6
FERNDALE	K-6	249	19.9	96.8	11.5	1.0	12.6	28.0	16.0
FOLGER MCKINSEY	K-6	570	23.7	96.8	23.0	1.0	11.5	11.0	33.3
FORT SMALLWOOD	K-5	289	20.6	95.6	13.0	1.0	9.2	20.0	21.4
FOUR SEASON	K-6	770	25.2	97.2	29.6	1.0	9.5	26.9	34.6
FREETOWN	K-6	367	13.6	95.3	26.0	1.0	9.1	10.0	40.7
GEORGE CROMWELL	K-6	419	19.3	97.3	20.7	1.0	12.3	9.0	23.0
GEORGETOWN EAST	K-6	686	20.8	94.2	31.0	2.0	11.2	19.7	30.3
GERMANTOWN ELEMENTARY	1-6	653	20.4	95.5	30.0	2.0	10.4	29.3	21.9
GLENBURNIE PARK	K-5	413	22.2	95.1	16.6	2.0	13.5	23.3	14.0
GLENDALE	K-6	708	25.3	94.7	27.0	1.0	13.7	25.0	21.4
HARMAN	K-6	555	19.7	96.1	27.2	1.0	9.2	23.0	26.6
HIGH POINT	K-5	408	21.9	94.2	17.6	1.0	10.7	37.0	10.7
HILLSMERE	K-6	493	17.9	95.6	26.5	1.0	11.5	21.8	25.5
HILLTOP	K-6	635	24.4	94.5	24.0	2.0	8.9	16.0	46.1

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
EASTPORT	3	103	4.0	4.0	4.7	3.7
	5	103	5.3	5.4	6.0	5.5
EDGEWATER	3	103	3.9	4.1	4.2	3.6
	5	105	5.2	5.1	5.4	5.2
FERNDALE	3	109	3.8	3.7	4.3	3.8
	5	106	5.5	5.3	5.5	5.4
FOLGER MCKINSEY	3	107	4.4	4.5	5.1	4.4
	5	114	6.4	6.3	6.7	6.8
FORT SMALLWOOD	3	105	3.5	3.8	4.1	3.5
	5	106	5.4	5.5	5.9	5.8
FOUR SEASON	3	105	4.0	3.8	4.6	3.7
	5	109	5.9	5.7	6.5	5.6
FREETOWN	3	99	3.5	3.6	4.2	3.5
	5	105	4.9	5.0	5.4	5.3
GEORGE CROMWELL	3	107	4.9+	4.4	4.5	4.2
	5	102	6.8+	5.8	6.1	5.9
GEORGETOWN EAST	3	100	3.8	3.8	4.4	3.7
	5	102	5.3	5.1	5.7	5.2
GERMANTOWN ELEM	3	102	3.6	3.9	4.2	3.6
	5	102	5.2	5.3	5.3	5.3
GLENBURNIE PARK	3	101	3.8	3.5	3.9	3.5
	5	103	5.4	5.3	5.5	5.2
GLENDALE	3	103	3.8	4.0	4.4	4.0
	5	107	5.6	5.6	6.2	5.7
HARMAN	3	99	4.0	4.0	4.4	3.8
	5	99	5.4	5.4	6.0	5.3
HIGH POINT	3	99	3.8	3.8	3.9	3.7
	5	99	5.2	4.9	5.8	5.4
HILLSMERE	3	107	3.7	3.9	4.7	4.0
	5	105	5.4	5.4	6.0	5.6
HILLTOP	3	107	4.3	4.5	4.8	3.9
	5	110	7.0+	6.2	6.7	6.6

ANNE ARUNDEL COUNTY (JACOBSVILLE - ODENTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS, EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
JACOBSVILLE	K-5	415	20.7	95.4	18.0	2.0	10.8	19.5	40.0
JESSUP	K-6	613	23.9	96.4	24.6	1.0	10.9	11.0	35.1
JONES	K-6	185	24.7	97.2	6.5	1.0	10.9	9.0	20.0
LAKE SHORE	K-5	536	21.4	95.1	24.0	1.0	11.3	14.7	28.0
LINTHICUM	K-6	469	21.3	97.5	21.0	1.0	10.9	24.0	18.2
LOTHIAN	1-3	208	14.9	94.4	13.0	1.0	8.8	20.0	21.4
MANOR VIEW	K-6	806	23.4	96.1	32.5	2.0	9.5	22.3	26.1
MARLEY	K-6	489	18.9	94.9	24.8	1.0	9.3	26.1	38.0
MARYLAND CITY	K-6	499	23.8	96.9	20.0	1.0	8.4	28.0	14.3
MAYO	K-6	359	25.6	96.3	13.0	1.0	8.7	35.7	14.3
MEADE HEIGHTS	K-6	307	24.6	95.4	11.5	1.0	10.4	25.0	24.0
MILLERSVILLE ELEMENTARY	K-5	600	23.1	95.5	25.0	1.0	12.9	9.0	26.9
NORTH GLEN	K-6	343	17.9	96.6	18.2	1.0	11.5	41.0	46.9
OAK HILL	K-6	608	23.4	95.7	24.0	2.0	8.2	31.0	19.2
OAKWOOD	K-6	312	14.5	93.9	20.5	1.0	10.3	22.0	20.9
ODENTON	K-6	555	21.5	95.2	24.8	1.0	9.5	12.0	22.5

ANNE ARUNDEL COUNTY (JACOBSVILLE - ODENTON)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
JACOBSVILLE	3	102	3.6	3.7	4.4	4.0
	5	100	5.5	5.4	5.9	5.5
JESSUP	3	102	3.5	3.7	3.9	3.4
	5	106	5.6	5.6	5.6	5.5
JONES	3	109	4.1	4.5	5.0	3.8
	5	109	5.7	5.9	5.8	5.9
LAKE SHORE	3	105	3.5	3.7	4.5	4.2
	5	106	5.4	5.5	5.9	5.5
LINTHICUM	3	104	4.1	4.1	4.4	3.9
	5	107	6.1	5.9	6.7	5.9
LOTHIAN	3	99	3.4	3.5	3.7	3.3
MANOR VIEW	3	101	3.6	3.5	3.9	3.5
	5	109	5.8	5.8	6.0	5.6
MARLEY	3	102	3.6	3.8	4.3	3.5
	5	103	4.9	5.1	5.1	4.9-
MARYLAND CITY	3	104	3.8	3.7	4.3	3.7
	5	105	5.5	5.4	5.8	5.2
MAYO	3	104	4.2	4.2	4.5	3.9
	5	106	5.7	5.6	5.9	6.2
MEADE HEIGHTS	3	103	3.5	3.9	4.2	3.2-
	5	107	4.8	4.9-	5.3	5.7
MILLERSVILLE ELEMENTARY	3	104	4.3	4.8+	4.9	4.4
	5	108	5.7	5.5	5.8	5.5
NORTH GLEN	3	98	3.7	3.6	3.9	3.4
	5	104	5.1	4.9	5.5	5.3
OAK HILL	3	104	4.4	4.5	5.1	4.4
	5	113	6.0	6.1	6.8	6.4
OAKWOOD	3	102	3.9	3.9	4.4	3.7
	5	104	5.8	5.3	6.0	5.6
ODENTON	3	102	3.5	3.5	3.9	3.6
	5	107	5.6	5.5	5.6	5.6

ANNE ARUNDEL COUNTY (OVERLOOK - SOLLEY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
OVERLOOK	K-6	383	19.5	95.1	18.6	1.0	11.1	17.9	13.3
PARK ELEMENTARY	K-6	494	23.7	94.6	19.8	1.0	9.1	13.0	38.5
PAROLE	K-6	602	20.5	95.8	27.4	2.0	7.8	32.5	13.6
PASADENA	K-5	439	19.4	96.1	21.6	1.0	10.2	14.0	42.5
PERSHING HILL	K-6	410	20.5	96.2	19.0	1.0	13.4	34.4	20.0
POINT PLEASANT	K-6	1,046	23.0	96.5	43.5	2.0	8.6	38.0	28.6
QUARTERFIELD	K-6	765	23.9	96.8	30.0	2.0	8.3	21.7	18.7
RICHARD HENRY LEE	K-6	566	23.6	95.4	23.0	1.0	11.5	13.0	29.2
RIDGEWAY	K-5	464	21.6	95.9	20.5	1.0	13.3	16.0	41.9
RIPPLING WOODS	K-5	839	24.3	95.9	32.5	2.0	8.7	21.5	40.6
RIVIERA BEACH	K-5	471	23.5	95.6	19.0	1.0	10.3	29.0	10.0
ROLLING KNOLLS	K-6	483	20.5	95.2	22.5	1.0	10.9	23.0	29.8
SEVERN	K-5	256	23.3	94.9	10.0	1.0	17.4	30.0	18.2
SEVERNA PARK	K-6	339	22.6	96.3	14.0	1.0	11.4	25.5	20.0
SHADY SIDE ELEMENTARY	K-6	606	17.8	95.4	32.0	2.0	9.6	25.2	23.5
SOLLEY	K-6	171	22.8	94.4	6.5	1.0	8.1	18.9	13.3

ANNE ARUNDEL COUNTY (OVERLOOK - SOLLEY)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
			AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
OVERLOOK	3	102	3.9	4.0	4.1	3.7
	5	107	5.9	5.8	5.9	5.7
PARK ELEMENTARY	3	103	3.8	3.8	4.4	3.6
	5	104	5.5	5.4	5.7	5.5
PAROLE	3	102	3.5	3.4	4.0	3.7
	5	104	5.0	5.0	5.7	5.5
PASADENA	3	105	3.8	3.9	4.1	3.8
	5	106	5.9	5.7	5.9	5.9
PERSHING HILL	3	105	4.1	4.4	4.5	3.9
	5	110	6.1	6.1	6.4	6.0
POINT PLEASANT	3	107	3.9	3.9	4.5	3.8
	5	107	5.4	5.3	5.6	5.5
QUARTERFIELD	3	111	4.3	4.6	4.9	4.2
	5	103	5.7	5.6	5.9	5.7
RICHARD HENRY LEE	3	100	3.8	3.9	4.2	3.8
	5	103	5.5	5.3	5.7	5.7
RIDGEWAY	3	105	4.3	4.0	4.5	3.9
	5	106	5.6	5.5	5.5	5.4
RIPPLING WOODS	3	113	4.2	4.4	4.9	4.6
	5	110	6.2	6.0	6.5	6.1
RIVIERA BEACH	3	98	4.5+	4.3+	4.7+	3.9
	5	104	6.4	5.6	6.9+	5.4
ROLLING KNOLLS	3	103	3.8	3.8	4.5	3.7
	5	102	5.4	5.3	5.5	5.2
SEVERN	3	105	3.7	3.6	4.3	3.5
	5	103	4.8	5.2	6.4	5.2
SEVERNA PARK	3	113	4.4	4.5	5.0	4.2
	5	115	6.3	6.4	6.8	6.5
SHADY SIDE ELEM	3	101	3.4	3.5	3.6	3.5
	5	100	5.4	5.0	5.3	5.0
SOLLEY	3	96	2.9	2.7-	2.7-	3.0
	5	106	5.3	5.4	5.3	5.1-

ANNE ARUNDEL COUNTY (SOUTH SHORE - SOUTHERN MIDDLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE '		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
SOUTH SHORE	K-5	267	19.9	95.4	12.4	1.0	8.2	15.5	14.9
SOUTHGATE	K-5	564	22.1	95.9	24.5	1.0	10.4	18.0	23.5
SUNSET	K-5	367	19.8	94.3	17.5	1.0	6.1	16.0	32.4
TRACEYS	K-5	469	21.3	95.1	21.0	1.0	9.7	30.0	36.4
TYLER HEIGHTS	K-6	557	18.3	95.0	28.5	2.0	9.7	11.0	42.6
VAN BOKKELEN	K-5	739	20.0	94.3	36.0	1.0	8.5	20.0	18.9
WAUGH CHAPEL	K-6	699	23.4	96.7	27.9	2.0	7.2	14.9	28.4
WEST ANNAPOLIS	K-6	321	22.9	95.0	13.0	1.0	9.8	17.2	50.0
WEST MEADE	K-6	493	21.0	96.4	22.5	1.0	9.3	19.0	38.3
WOODSIDE	K-6	533	23.7	94.1	21.5	1.0	11.6	26.8	13.3
BAYVIEW MIDDLE	6-8	773	19.3	94.7	37.1	3.0	8.6	15.8	42.4
GEORGE FOX MIDDLE	6-8	1,040	17.2	93.5	57.4	3.0	8.9	23.3	33.1
MAGOTHY RIVER MIDDLE	6-8	961	16.9	96.2	54.0	3.0	7.9	21.0	36.8
OLD MILL MIDDLE NORTH	6-8	1,140	18.1	94.7	60.0	3.0	8.0	12.6	36.5
OLD MILL MIDDLE SOUTH	6-8	996	18.4	94.4	51.0	3.0	6.9	11.0	27.8
SOUTHERN MIDDLE	6-8	734	17.1	95.0	41.0	2.0	8.7	12.9	32.5

ANNE ARUNDEL COUNTY (SOUTH SHORE - SOUTHERN MIDDLE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
SOUTH SHORE	3	110	4.2	4.5	4.5	3.8
	5	104	5.6	5.7	6.4	5.8
SOUTHGATE	3	108	4.1	4.2	4.5	3.9
	5	110	6.2	6.3	6.7	6.1
SUNSET	3	99	3.6	3.8	4.0	3.7
	5	102	4.9	4.9	5.3	5.7
TRACEYS	3	100	4.0	4.1	4.3	3.8
	5	106	5.7	5.7	6.3	6.1
TYLER HEIGHTS	3	97	3.1	3.1	3.6	3.1
	5	99	4.7	4.8	4.5-	4.7
VAN BOKKELEN	3	99	3.0	3.0	3.5	3.2
	5	97	4.7	4.6	4.8	4.9
WAUGH CHAPEL	3	104	3.9	4.0	4.4	3.9
	5	107	6.0	5.3	6.0	5.6
WEST ANNAPOLIS	3	100	3.4	3.1	3.8	3.2
	5	104	5.5	5.3	5.7	5.5
WEST MEADE	3	104	3.8	3.8	4.1	3.8
	5	106	5.6	5.6	6.0	5.6
WOODSIDE	3	102	4.4	4.1	4.4	4.3+
	5	107	6.7+	6.5+	6.6	5.7
BAYVIEW MIDDLE	7	104	6.7	6.8	6.9	6.8
GEORGE FOX MIDDLE	7	106	6.7	6.6-	6.5-	6.9
MAGOTHY RIVER MIDDLE	7	107	7.7	7.6	7.2	7.6
OLD MILL MIDDLE NORTH	7	106	7.2	7.3	7.1	7.3
OLD MILL MIDDLE SOUTH	7	108	7.0	6.7-	6.9-	7.0-
SOUTHERN MIDDLE	7	99	6.4	6.5	6.4	6.7

ANNE ARUNDEL COUNTY (WINDMILL PT. MIDDLE - SOUTHERN SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
WINDMILL PT MIDDLE	6-8	718	17.9	95.9	37.0	3.0	7.6	14.5	35.0
ANNAPOLIS JR HIGH	7-9	2,262	17.2	91.8	124.5	7.0	10.6	19.0	34.6
ARUNDEL JR HIGH	7-9	1,511	19.4	94.1	74.0	4.0	7.8	19.0	23.1
BATES JR	7-9	958	15.7	91.9	58.0	3.0	8.6	13.5	29.5
BROOKLYN PARK SR JR HIGH	7-12	1,590	17.7	91.8	86.0	4.0	11.1	18.3	40.0
CHESAPEAKE SR HIGH	9-11	1,328	20.1	93.6	62.0	4.0	9.1	18.7	34.8
CORKRAN JR HIGH	7-9	1,132	18.0	93.9	60.0	3.0	8.9	21.6	31.7
LINDALE JR HIGH	7-9	1,540	18.4	95.1	79.8	4.0	8.0	17.9	29.8
MACARTHUR JR HIGH	7-9	1,912	18.7	94.6	98.0	4.0	7.2	20.8	25.5
MARLEY JR HIGH	7-9	1,183	18.2	92.4	62.0	3.0	9.3	22.8	21.5
NORTHEAST SR HIGH	9-12	1,943	19.4	92.1	95.0	5.0	8.8	14.4	36.9
OLD MILL HIGH	9-12	2,403	19.9	91.5	114.7	6.0	8.1	15.7	29.0
SEVERN RIVER JR	7-9	938	18.9	94.4	46.6	3.0	8.1	16.3	22.2
SEVERNA PARK JR HIGH	7-9	1,131	17.8	96.6	60.6	3.0	10.1	14.7	37.7
SOUTHERN SR HIGH	9-12	2,062	18.6	92.6	106.0	5.0	10.7	14.8	32.4

ANNE ARUNDEL COUNTY (WINDMILL PT. MIDDLE - SOUTHERN SR. HIGH)

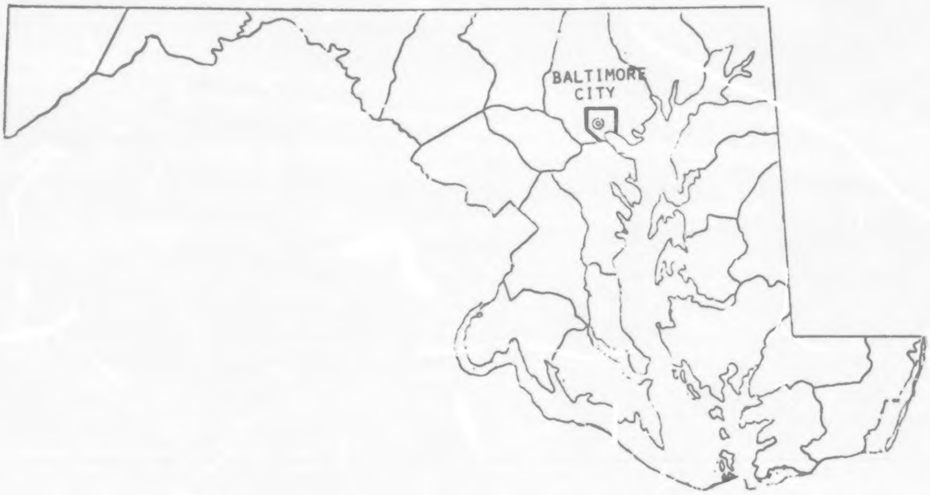
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS VOCABULARY AVERAGE GE	 READING COMPREHENSION AVERAGE GE	 LANGUAGE TOTAL AVERAGE GE	 MATHEMATICAL TOTAL AVERAGE GE
WINDMILL PT MIDDLE	7	106	7.3	7.3	7.2	7.6
ANNAPOLIS JR HIGH	7	101	6.7	6.7	6.7	6.8
	9	106	8.5	8.5	8.1	8.3
ARUNDEL JR HIGH	7	107	7.5	7.5	7.4	7.5
	9	110	9.0	9.0	8.6	9.1
BATES JR	7	98	7.0	7.0	6.8	6.[illegible]
	9	104	8.4	8.4	8.6	8.3
BROOKLYN PARK SR JR HIGH	7	101	6.6	6.6	6.6	6.8
	9	104	8.1	8.2	8.6	8.5
CHESAPEAKE SR HIGH	9	106	8.6	8.4	8.3	8.6
CORKRAN JR HIGH	7	104	6.9	6.8	6.8	7.1
	9	101	8.6	8.6+	8.1	8.6
LINDALE JR HIGH	7	104	7.2	7.1	6.9	7.1
	9	107	8.6	8.7	8.3	8.5
MACARTHUR JR HIGH	7	106	7.2	7.3	7.0	7.3
	9	106	8.5	8.6	8.3	8.6
MARLEY JR HIGH	7	104	6.9	6.9	6.9	7.3
	9	105	8.3	8.4	8.3	8.4
NORTHEAST SR HIGH	9	105	8.0	7.9	7.5-	8.2
OLD MILL HIGH	9	108	8.4	8.6	8.4	8.7
SEVERN RIVER JR	7	107	7.6	7.7	7.3	7.8
	9	113	9.3	9.3	9.1	9.3
SEVERNA PARK JR HIGH	7	109	8.0	8.0	7.7	8.3
	9	113	9.6	9.5	8.9	9.7
SOUTHERN SR HI	9	102	8.1	8.0	7.8	8.0

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE CITY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major CTBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

BALTIMORE CITY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	90	90	91	92
	5	91	91	93	93
	7	90	89	91	91
	9	92	91	93	93
VOCABULARY (ITBS)	3	2.8	2.8	2.9	3.3
	5	4.4	4.3	4.3	4.5
	7	5.7	5.6	5.5	5.5
	9	7.4	7.3	7.1	7.2
READING COMPREHENSION (ITBS)	3	2.9	2.8	2.9	3.1
	5	4.4	4.3	4.3	4.4
	7	5.7	5.6	5.5	5.5
	9	7.2	7.1	6.9	6.9
LANGUAGE TOTAL (ITBS)	3	3.4	3.3	3.4	3.5
	5	4.9	4.7	4.7	4.8
	7	6.2	6.0	5.9	5.9
	9	7.8	7.6	7.4	7.4
MATHEMATICAL TOTAL (ITBS)	3	3.1	3.0	3.0	3.1
	5	4.8	4.7	4.6	4.7
	7	6.2	6.0	5.9	5.9
	9	7.7	7.4	7.3	7.3

BALTIMORE CITY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	9,028	100	128	92	14.1	3.3	1.3
	5	10,065	100	125	93	14.6	4.5	1.6
	7	14,761	84	30	91	15.1	5.5	1.7
	9	11,905	87	32	93	14.8	7.2	2.0
(2) READING COMPREHENSION	3	9,028	100	128	92	14.1	3.1	1.1
	5	10,065	100	125	93	14.6	4.4	1.3
	7	14,761	84	30	91	15.1	5.5	1.5
	9	11,905	87	32	93	14.8	6.9	1.9
(3) SPELLING	3	9,028	100	128	92	14.1	3.7	1.3
	5	10,065	100	125	93	14.6	4.9	1.8
	7	14,761	82	30	91	15.1	5.9	2.1
	9	11,905	86	32	93	14.8	7.5	2.4
(4) CAPITALIZATION	3	9,028	100	128	92	14.1	3.6	1.3
	5	10,065	100	125	93	14.6	5.0	1.6
	7	14,761	82	30	91	15.1	6.0	1.9
	9	11,905	86	32	93	14.8	7.6	2.2
(5) PUNCTUATION	3	9,028	100	128	92	14.1	3.7	1.4
	5	10,065	100	125	93	14.6	4.8	1.5
	7	14,761	82	30	91	15.1	5.9	1.9
	9	11,905	86	32	93	14.8	7.4	2.1

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	9,028	100	128	92	14.1	3.2	1.2
	5	10,065	100	125	93	14.6	4.5	1.5
	7	14,761	82	30	91	15.1	5.7	1.7
	9	11,905	86	32	93	14.8	7.0	2.1
(7) LANGUAGE TOTAL	3	9,028	100	128	92	14.1	3.5	1.1
	5	10,065	100	125	93	14.6	4.8	1.4
	7	14,761	82	30	91	15.1	5.9	1.6
	9	11,905	86	32	93	14.8	7.4	1.9
(8) MATHEMATICAL CONCEPTS	3	9,028	100	128	92	14.1	3.2	0.9
	5	10,065	100	125	93	14.6	4.6	1.2
	7	14,761	81	30	91	15.1	5.9	1.3
	9	11,905	85	32	93	14.8	7.3	1.7
(9) MATHEMATICAL PROBLEMS	3	9,028	100	128	92	14.1	3.1	1.0
	5	10,065	100	125	93	14.6	4.7	1.2
	7	14,761	81	30	91	15.1	5.8	1.5
	9	11,905	85	32	93	14.8	7.2	1.8
(10) MATHEMATICAL TOTAL	3	9,028	100	128	92	14.1	3.1	0.9
	5	10,065	100	125	93	14.6	4.7	1.1
	7	14,761	81	30	91	15.1	5.9	1.2
	9	11,905	85	32	93	14.8	7.3	1.6

BALTIMORE CITY (ABBOTTSTON - CALLAWAY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ABBOTTSTON	K-6	788	20.5	94.5	36.5	2.0	10.5	25.7	26.0
ABRAHAM LINCOLN	K-6	478	17.1	94.2	27.0	1.0	11.5	16.9	21.4
ALEXANDER HAMILTON	K-6	680	19.7	93.9	32.6	2.0	13.7	22.5	23.1
ARLINGTON	K-6	921	19.2	93.5	46.0	2.0	8.9	26.2	27.1
ARMISTEAD GARDENS	PK-6	519	16.2	93.0	30.0	2.0	11.3	25.9	12.5
ARUNDEL	PK-6	606	18.9	93.9	30.0	2.0	12.3	27.5	18.7
ASHBURTON	K-6	357	18.8	95.5	18.0	1.0	14.3	28.0	10.5
BARCLAY	PK-6	715	17.1	93.9	39.8	2.0	8.5	21.3	16.7
BARRISTER CHARLES CARROLL	K-6	532	18.3	92.5	27.0	2.0	11.8	20.0	13.8
BAY BROOK ELEMENTARY	PK-6	537	18.2	93.2	28.5	1.0	9.4	20.5	16.9
BEECHFIELD	K-6	1,101	21.2	95.2	50.0	1.0	12.2	21.5	13.5
BELMONT	PK-6	501	16.7	95.3	28.1	2.0	12.8	24.3	23.3
BENTALOU	PK-3	715	19.9	91.4	34.0	2.0	11.2	26.0	16.7
BETSY ROSS	K-4	449	17.3	91.5	25.0	1.0	13.0	26.5	15.4
BREHMS LANE	K-6	627	17.2	95.4	34.5	2.0	11.5	26.3	8.2
BROOKLYN	K-6	493	20.5	92.6	23.0	1.0	8.5	18.5	16.7
CALLAWAY	K-6	902	21.0	96.3	41.0	2.0	10.0	23.4	20.9

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ABBOTTSTON	3	84	2.5	2.6	3.0	2.8
	5	90	3.7	3.9	4.3	4.0
ABRAHAM LINCOLN	3	92	3.7	4.7+	3.7	3.1
	5	92	5.4	5.3+	5.1	4.9
ALEXANDER HAMILTON	3	91	2.9	3.0	3.6	3.0
	5	88	5.9+	4.4	4.8	5.2+
ARLINGTON	3	95	4.7+	3.4	4.0	3.5
	5	92	6.1+	5.5+	6.1+	5.5+
ARMISTEAD GARDENS	3	92	3.2	3.2	3.4	3.2
	5	96	4.5	4.6	5.2	4.9
ARUNDEL	3	77	2.4	2.4	3.0	2.7
	5	94	3.7	3.8-	4.3	4.0-
ASHBURTON	3	98	3.9	3.6	3.7	3.3
	5	96	6.1+	4.4	5.5	4.9
BARCLAY	3	93	4.1+	3.3	4.0	3.6
	5	88	4.2	4.3	4.7	4.4
BARRISTER CHARLES CARROLL	3	89	2.6	2.7	2.9	3.0
	5	92	4.2	4.2	4.4	4.6
BAY BROOK ELEMENTARY	3	94	3.0	2.9	3.6	3.0
	5	95	4.3	4.4	4.8	4.8
BEECHFIELD	3	99	3.3	3.5	3.8	3.5
	5	101	4.7	5.1	5.3	5.2
BELMONT	3	92	3.3	3.2	3.6	3.2
	5	91	4.3	4.4	4.7	4.7
BENTALOU	3	95	3.1	3.2	4.1	3.3
BETSY ROSS	3	89	2.6	2.8	3.2	2.9
BREHMS LANE	3	99	4.6+	3.7	4.3	3.6
	5	101	5.9	5.3	5.7	5.6
BROOKLYN	3	95	3.2	3.3	3.7	3.3
	5	96	4.6	4.7	4.9	5.0
CALLAWAY	3	92	4.6+	3.7	3.9	3.1
	5	93	4.5	4.3	4.9	4.3

BALTIMORE CITY (CARTER GODWIN WOODSON - DR. BERNARD HARRIS ELEMENTARY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER ([illegible])	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CARTER GODWIN WOODSON	K-6	555	19.8	93.2	27.0	1.0	10.3	16.5	21.4
CECIL	K-6	593	18.0	94.3	31.0	1.0	14.2	30.7	30.3
CHARLES CARROLL OF CARROLL	PK-6	1,283	17.1	91.3	72.0	3.0	11.1	20.6	24.0
CHERRY HILL	PK-6	751	18.3	94.3	39.0	2.0	10.1	28.1	19.5
CITY SPRINGS	PK-6	448	14.5	90.3	30.0	1.0	9.7	29.0	19.3
COLDSTREAM PARK	K-6	657	22.3	94.2	27.4	2.0	9.3	26.0	28.6
COLLINGTON SQUARE	PK-6	793	17.6	94.5	43.0	2.0	8.7	19.9	8.9
COMMODORE JOHN ROGERS	PK-6	898	18.0	89.3	48.0	2.0	9.4	14.5	20.0
COPPIN	K-6	502	18.6	92.7	26.0	1.0	12.4	29.0	18.5
CROSS COUNTRY	K-5	666	20.0	94.8	31.3	2.0	14.0	27.9	15.0
CURTIS BAY	K-6	488	15.4	93.3	30.6	1.0	9.5	20.0	17.7
DALLAS F NICHOLAS SR	PK-6	710	22.5	91.3	29.5	2.0	11.5	19.4	19.0
DAVID E WEGLEIN	PK-6	698	17.2	91.2	38.0	2.5	9.5	29.9	28.4
DICKEY HILL	K-6	576	21.3	95.5	26.0	1.0	10.6	29.0	22.2
DR BERNARD HARRIS ELEMENTARY	PK-6	756	18.0	93.2	40.0	2.0	8.7	29.1	16.7

BALTIMORE CITY (CARTER GODWIN WOODSON - DR. BERNARD HARRIS ELEMENTARY)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CARTER GODWIN WOODSON	3	87	4.2+	2.7	3.4	2.9
	5	95	4.3	4.1	5.1	4.7
CECIL	3	90	3.3	3.2	3.4	3.1
	5	93	4.1	4.2	5.0	4.5
CHARLES CARROLL OF CARROL	3	93	3.5	3.2	3.4	3.0
	5	88	3.9	3.9	4.3	4.5
CHERRY HILL	3	85	2.7	2.6	2.9	2.6
	5	89	5.4+	3.8	4.6	4.2
CITY SPRINGS	3	89	4.1+	3.0	3.5	3.1
	5	93	4.3	4.3	4.5	4.4
COLDSTREAM PARK	3	95	4.3+	3.5	4.0	3.5
	5	94	4.6	4.3	4.6	4.5
COLLINGTON SQUARE	3	86	2.5	2.8	3.4	2.8
	5	87	3.4	3.7	4.0	4.2
COMMODORE JOHN ROGERS	3	87	2.7	2.6	3.1	2.8
	5	87	4.6	3.7	4.1	4.2
COPPIN	3	88	2.9	2.8	3.4	2.8
	5	88	3.9	3.9	4.1	3.9
CROSS COUNTRY	3	97	3.5	3.4	4.2	3.6
	5	99	5.8	5.4	5.8	5.5
CURTIS BAY	3	97	4.0	4.1	3.9	3.8
	5	102	5.5	5.9+	5.0	5.3
DALLAS F NICHOLAS SR	3	89	2.9	2.5	3.2	3.0
	5	89	4.8	4.1	4.6	4.4
DAVID E WEGLEIN	3	92	2.6	2.7	3.3	2.8
	5	87	3.9	4.0	4.0	4.2
DICKEY HILL	3	93	2.9	3.0	3.6	3.1
	5	96	4.3	4.5	5.0	4.5
DR BERNARD HARRIS ELEMENT	3	88	2.3	2.5	2.9	2.8
	5	90	3.6	4.0	4.2	4.4

BALTIMORE CITY (DR. RAYNER BROWNE - GEORGE KELSON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
DR RAYNER BROWNE	K-6	380	17.3	91.7	21.0	1.0	11.8	32.0	9.1
DUKE ELLINGTON	PK-4	309	19.3	92.6	15.0	1.0	9.2	24.0	25.0
EDGECOMB CIRCLE	K-6	1,058	22.9	93.1	44.3	2.0	10.3	30.0	18.3
EDGEWOOD	K-6	634	20.8	95.2	28.5	2.0	16.9	23.5	19.7
ELMER A HENDERSON	K-6	776	18.0	92.8	41.0	2.0	10.4	16.3	18.6
EUTAW	PK-6	849	19.3	92.3	42.0	2.0	12.5	23.5	22.7
FANNIE L BARBOUR	4-6	395	14.1	91.9	27.0	1.0	12.8	27.6	10.7
FEDERAL HILL	PK-6	713	19.3	92.7	35.0	2.0	10.3	22.0	16.2
FORT WORTHINGTON	1-6	586	14.3	96.2	39.0	2.0	11.1	18.8	14.6
FRANKFORD	4-6	361	13.4	95.1	26.0	1.0	10.1	25.0	18.5
FRANKLIN D ROOSEVELT	PK-6	372	16.9	95.3	21.0	1.0	13.5	26.0	18.2
FRANKLIN SQUARE	PK,4-6	422	12.1	91.0	33.0	2.0	10.0	17.0	25.7
FURLEY	K-6	689	21.9	95.0	29.5	2.0	7.7	27.5	19.0
FURMAN TEMPLETON	PK-6	589	14.7	92.1	38.0	2.0	8.9	25.9	17.5
GARDENVILLE	K-6	402	17.5	95.0	22.0	1.0	8.9	32.0	21.7
GARRETT HEIGHTS	K-6	468	18.0	94.8	25.0	1.0	8.6	21.5	26.9
GEORGE KELSON	PK-6	742	17.9	91.8	40.4	1.0	11.1	19.5	21.7

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS VOCABULARY AVERAGE GE	READING COMPREHENSION AVERAGE GE	LANGUAGE TOTAL AVERAGE GE	MATHEMATICAL TOTAL AVERAGE GE
DR RAYNER BROWNE	3	78	2.3	2.6	2.8	2.6
	5	83	3.6	3.7	3.4	4.0
DUKE ELLINGTON	3	88	2.5	2.7	2.9	2.7
EDGECOMB CIRCLE	3	91	2.6	2.8	3.2	3.0
	5	94	4.3	4.5	4.7	4.7
EDGEWOOD	3	92	2.8	2.7	3.4	2.9
	5	90	4.6	4.3	5.0	4.6
ELMER A HENDERSON	3	88	2.5	2.6	3.0	2.8
	5	87	3.6	3.6	4.0	3.9
EUTAW	3	94	3.2	3.1	3.6	3.2
	5	89	4.1	4.3	4.5	4.5
FANNIE L BARBOUR	5	86	3.8	3.8	4.0	4.5
FEDERAL HILL	3	88	2.4	2.5	2.9	2.8
	5	94	4.0	4.1	4.1-	4.2
FORT WORTHINGTON	3	90	2.7	2.5	3.1	2.8
	5	90	4.1	4.1	4.6	4.5
FRANKFORD	5	95	4.5	4.6	5.0	4.6
FRANKLIN D ROOSEVELT	3	87	2.7	2.3	2.7	2.5
	5	88	4.5	4.4	3.3	4.9
FRANKLIN SQUARE	5	86	3.9	3.9	4.2	4.4
FURLEY	3	98	4.2	4.1	4.6	4.0
	5	97	5.4	5.2	5.3	5.3
FURMAN TEMPLETON	3	87	3.4	2.5	3.4	3.5+
	5	87	4.4	4.1	4.3	4.5
GARDENVILLE	3	100	3.7	4.0	4.7	3.9
	5	99	4.8	5.1	5.6	5.3
GARRETT HEIGHTS	3	100	3.7	3.6	4.3	3.8
	5	105	5.6	5.3	5.7	5.4
GEORGE KELSON	3	79	2.9	2.5	2.7	2.4
	5	84	4.4	3.6	3.9	3.9

BALTIMORE CITY (GEORGE STREET - HIGHLANDTOWN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
GEORGE STREET	PK-6	661	18.9	91.6	33.0	2.0	12.3	25.5	22.9
GEORGE WASHINGTON	PK-6	652	20.4	92.2	29.0	3.0	8.3	19.6	25.0
GILMOR	K-6	597	18.7	94.0	30.0	2.0	14.1	30.9	21.9
GLENMOUNT	K-6	499	15.3	95.0	30.5	2.0	9.4	31.5	26.1
GOVANS	K-6	494	19.4	94.7	24.4	1.0	11.5	40.0	23.6
GRACELAND PARK ODONNELL HI	PK-5	511	15.0	91.8	32.0	2.0	8.3	21.3	23.5
GROVE PARK	K-6	629	17.2	95.4	34.5	2.0	11.4	28.0	30.1
GUILFORD	K-6	673	19.8	93.7	32.0	2.0	9.5	30.7	26.5
GUILFORD AVENUE	PK-6	555	15.0	93.8	35.0	2.0	11.5	23.5	13.5
GWYNNS FALLS	K-6	545	19.5	94.9	26.0	2.0	13.3	31.0	28.6
HAMILTON	K-6	334	17.6	88.8	18.0	1.0	9.3	22.0	15.8
HAMPDEN	K-6	692	19.2	91.2	34.0	2.0	11.5	19.9	16.7
HAMPSTEAD HILL	K-6	358	19.9	93.1	17.0	1.0	8.5	32.0	5.5
HARLEM PARK	K-6	772	19.8	92.1	37.0	2.0	10.7	22.5	25.6
HAZELWOOD	K-6	510	21.3	94.4	22.0	2.0	8.6	30.0	25.0
HIGHLANDTOWN	K-6	187	18.7	94.1	9.0	1.0	6.1	23.0	20.0

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
GEORGE STREET	3	86	2.9	2.7	3.2	2.8
	5	85	4.1	4.2	4.3	4.3
GEORGE WASHINGTON	3	93	2.8	2.7	3.1	3.1
	5	90	3.6	3.8	4.0	4.1
GILMOR	3	89	4.0+	2.7	3.5	2.8
	5	89	4.4	3.9	4.6	4.2
GLENMOUNT	3	104	4.2	4.0	4.5	4.1
	5	106	5.6	5.4	5.8	5.6
GOVANS	3	96	3.0	2.9	3.5	3.1
	5	95	4.7	4.7	5.3	5.0
GRACELAND PARK ODONNELL H	3	90	3.7	3.0	3.6	3.2
	5	92	5.3	4.7	5.0	4.8
GROVE PARK	3	100	4.1	3.6	4.2	3.4
	5	99	5.4	5.1	5.8	5.2
GUILFORD	3	94	4.3+	3.7	3.9	3.3
	5	93	5.5+	5.2	5.4	5.7+
GUILFORD AVENUE	3	94	2.5-	2.4-	2.8-	3.2
	5	93	3.9	3.7-	4.6	4.5
GWYNNS FALLS	3	92	4.0	3.4	3.4	3.1
	5	96	5.4	4.5	4.9	4.8
HAMILTON	3	107	3.4	3.5-	4.2	3.7
	5	105	4.7	4.9-	5.6	5.1
HAMPDEN	3	87	3.7+	3.9+	3.6	3.4
	5	97	5.6	5.4	5.1	5.1
HAMPSTEAD HILL	3	92	2.4-	2.9	3.1	3.0
	5	96	4.6	4.8	5.1	5.1
HARLEM PARK	3	87	3.5	2.5	3.0	2.7
	5	86	3.9	3.8	4.9	4.4
HAZELWOOD	3	102	4.3	3.4	4.7	4.0
	5	107	5.4	5.4	5.9	5.5
HIGHLANDTOWN #215	3	90	3.9+	3.3	4.0	3.4
	5	96	5.4	5.0	5.5	5.2

BALTIMORE CITY (HIGHLANDTOWN - LANGSTON HUGHES)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
HIGHLANDTOWN	PK-6	635	20.1	93.4	30.5	1.0	9.1	32.5	19.0
HILTON	K-6	807	21.2	95.7	36.0	2.0	13.0	27.0	21.1
HOLABIRD	PK-5	438	17.5	91.5	24.0	1.0	9.6	32.0	12.0
HOWARD PARK	K-6	720	21.5	94.5	31.5	2.0	12.5	21.5	13.4
IRVINGTON	K-6	464	17.2	93.8	26.0	1.0	8.5	38.8	18.5
JACKIE ROBINSON	4-6	279	17.4	90.7	15.0	1.0	8.5	17.6	18.7
JAMES MC HENRY	PK-5	456	17.9	92.4	24.5	1.0	11.4	41.0	39.2
JAMES MONROE	PK-6	795	20.9	90.6	36.0	2.0	11.6	26.1	15.8
JAMES MOSHER	K-6	634	20.6	95.0	28.8	2.0	11.5	25.7	16.2
JOHN EAGER HOWARD	K-6	930	19.4	92.0	46.0	2.0	11.1	23.9	14.6
JOHN RUHRAH	K-6	407	18.5	96.3	21.0	1.0	8.8	25.0	22.7
JOHNSTON SQUARE	K-6	809	17.6	92.9	44.0	2.0	10.1	26.0	21.7
JOSEPH HARRISON LOCKERMAN	PK-6	433	19.7	93.0	21.0	1.0	11.5	33.0	22.7
LAFAYETTE	K-6	672	17.2	94.8	37.0	2.0	12.4	22.0	28.2
LAKELAND	K-6	635	17.6	94.1	34.0	2.0	7.4	24.5	22.2
LANGSTON HUGHES	K-6	533	22.2	92.3	24.0		7.8		12.5

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
HIGHLANDTOWN #237	3	101	5.3+	5.0+	4.6	4.1
	5	103	6.7+	5.7	6.6+	6.2
HILTON	3	96	3.4	3.2	3.0	3.3
	5	96	4.6	4.7	5.4	4.6
HOLABIRD	3	93	2.5-	2.6-	3.2	2.8
	5	95	4.3	4.4	4.7	5.0
HOWARD PARK	3	93	3.8	3.2	3.3	3.1
	5	94	5.2	4.6	5.0	4.9
IRVINGTON	3	91	2.8	2.7	3.4	2.9
	5	88	5.3+	4.3	4.7	4.4
JACKIE ROBINSON	5	91	3.9	3.9	4.1	4.4
JAMES MC HENRY	3	92	3.4	3.1	4.0	3.3
JAMES MONROE	3	88	2.6	2.5	2.7	2.6
	5	88	3.5	3.7	4.0	4.1
JAMES MOSHER	3	92	3.8	3.6	3.6	3.2
	5	96	4.5	4.1-	5.1	4.8
JOHN EAGER HOWARD	3	86	2.7	2.6	3.1	2.8
	5	88	4.2	4.1	4.3	4.3
JOHN RUHRAH	3	92	3.5	3.4	3.8	3.5
	5	95	4.5	4.6	5.3	4.9
JOHNSTON SQUARE	3	94	3.2	3.2	3.6	3.1
	5	90	4.1	4.0	4.5	4.4
JOSEPH HARRISON LOCKERMAN	3	95	3.4	3.2	4.0	3.3
	5	92	5.1	5.8+	6.4+	6.0+
LAFAYETTE	3	89	2.8	2.9	3.6	2.9
	5	90	4.2	4.3	5.1	4.7
LAKELAND	3	98	3.2	3.1	3.9	3.5
	5	103	5.1	4.9	5.2	5.2
LANGSTON HUGHES	3	90	2.3-	2.8	3.1	2.8
	5	92	4.9	4.5	4.8	4.7

BALTIMORE CITY (LEITH WALK - MT. WASHINGTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
LEITH WALK	K-5	754	23.9	96.8	29.6	2.0	12.6	30.5	24.[illegible]
LEXINGTON TERRACE	PK-6	838	19.0	91.4	42.0	2.0	13.1	28.7	20.5
LIBERTY	K-6	460	20.3	92.1	20.6	2.0	9.2	30.0	13.3
LYNDHURST	K-6	903	19.2	95.2	45.0	2.0	11.9	29.0	23.4
MADISON SQUARE	PK-6	610	19.7	93.3	29.0	2.0	9.8	32.0	12.9
MALCOLM X ELEMENTARY	K-3	451	18.8	93.2	23.0	1.0	8.1	21.0	20.8
MARGARET BRENT	PK-6	613	18.3	90.3	31.5	2.0	8.8	31.5	20.9
MARY E RODMAN	K-6	953	20.3	94.8	45.0	2.0	10.9	24.2	19.1
MATTHEW A HENSON	K-6	799	20.2	93.5	37.6	2.0	12.1	30.5	20.2
MEDFIELD HEIGHTS	K-6	298	13.5	94.0	21.0	1.0	10.3	39.0	31.8
MONTEBELLO	K-6	918	24.8	93.5	35.0	2.0	7.8	30.7	12.2
MORAVIA PARK PRIMARY	K-3	414	14.3	93.5	27.0	2.0	12.4	24.3	6.9
MORDECAI GIST	K-6	549	21.1	93.1	24.0	2.0	12.0	20.5	15.4
MORRELL	K-6	396	16.5	92.1	23.0	1.0	8.9	35.0	12.5
MT ROYAL	K-6	495	13.7	94.2	34.0	2.0	10.3	24.7	16.7
MT WASHINGTON	K-5	322	16.5	94.5	18.5	1.0	16.1	29.0	28.2

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
LEITH WALK	3	102	3.8	3.8	4.5	4.0
	5	105	5.8	5.6	6.0	5.5
LEXINGTON TERRACE	3	86	3.6	2.6	3.3	2.8
	5	89	3.9	4.0	4.2	4.3
LIBERTY	3	93	3.8	3.2	3.2	2.9
LYNDHURST	3	90	2.6	2.8	3.3	2.9
	5	90	4.8	4.7	5.2	4.6
MADISON SQUARE	3	93	2.6	2.8	3.4	3.2
	5	86	3.7	3.8	4.2	4.1
MALCOLM X ELEMENTARY	3	101	4.8+	4.7+	5.4+	4.6+
MARGARET BRENT	3	96	3.5	3.1	3.6	3.1
	5	94	5.4	4.2	4.6	4.7
MARY E RODMAN	3	92	3.0	3.0	3.5	3.1
	5	93	4.2	4.0	4.6	4.3
MATTHEW A HENSON	3	92	2.6	2.8	3.4	3.1
	5	89	3.8	4.0	4.2	4.4
MEDFIELD HEIGHTS	3	103	3.8	3.6	3.8	3.5
	5	97	5.0	4.8	5.0	5.2
MONTEBELLO	3	93	2.3-	2.5-	3.1	2.7-
	5	92	4.0	4.1	4.7	4.4
MORAVIA PARK PRIMARY	3	93	2.8	2.8	3.4	3.0
MORDECAI GIST	3	89	2.7	2.6	3.0	2.7
	5	90	3.8	4.0	4.2	4.3
MORRELL	3	94	3.6	3.0	3.8	3.4
	5	100	4.8	4.6	5.4	5.1
MT ROYAL	3	103	4.2	3.8	4.1	3.7
	5	104	5.2	5.0	6.0	5.5
MT WASHINGTON	3	104	4.6	4.7+	5.4+	4.9+
	5	115	6.6	6.5	7.6	7.0

BALTIMORE CITY (MT. WINANS - SINCLAIR LANE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
MT WINANS	K-6	236	13.9	90.7	16.0	1.0	8.7	30.0	17.6
NORTH BEND	K-6	529	17.6	92.3	29.0	1.0	9.0	13.5	10.0
NORTHWOOD	K-6	1,043	23.4	96.3	42.5	2.0	10.8	27.0	21.3
PARK HEIGHTS ELEMENTARY	K-6	376	15.7	95.2	23.0	1.0	9.4	21.0	29.2
PATAPSCO	PK-6	579	18.7	92.5	29.0	2.0	12.5	17.5	25.8
PIMLICO	K-6	1,221	15.5	93.7	75.8	3.0	10.3	23.2	17.0
ROBERT FULTON	PK-6	493	19.0	91.1	25.0	1.0	16.0	28.0	26.9
ROBERT W COLEMAN	K-6	377	18.9	92.0	19.0	1.0	13.2	25.5	25.0
ROGNEL HEIGHTS	K-6	691	17.3	93.6	38.0	2.0	7.7	31.9	5.0
ROSEMONT	PK-6	801	21.6	93.4	35.0	2.0	8.5	23.7	13.5
RUTLAND	K-6	605	14.7	94.4	39.0	2.0	8.7	26.0	9.7
SAMUEL COLERIDGE TAYLOR	PK-6	636	16.7	92.9	36.0	2.0	12.6	24.0	15.8
SAMUEL F B MORSE	4-6	544	17.0	92.1	30.0	2.0	11.0	31.7	18.7
SARAH M ROACH	K-6	481	25.3	94.6	18.0	1.0	12.5	32.0	31.6
SINCLAIR LANE	K-6	708	20.2	95.6	33.0	2.0	10.6	29.3	14.3

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
MOUNT WINANS	NO TEST RESULTS AVAILABLE					
NORTH BEND	NO TEST RESULTS AVAILABLE					
NORTHWOOD	3	90	3.3	3.3	3.9	3.3
	5	95	4.3	4.5	4.8	4.8
PARK HEIGHTS ELEM	3	89	3.7	2.5	3.3	2.5
	5	88	5.3+	4.0	5.2	5.1+
PATAPSCO	3	85	2.5	2.8	3.2	2.9
	5	88	3.6	3.8	4.1	4.0
PIMLICO	3	87	2.4	2.6	3.0	2.8
	5	89	4.0	4.0	4.4	4.3
ROBERT FULTON	3	83	2.8	2.8	3.4	2.8
	5	88	4.0	4.2	4.3	4.8
ROBERT W COLEMAN	3	96	3.8	3.3	3.9	3.2
	5	93	5.5+	4.5	5.2	4.5
ROGNEL HEIGHTS	3	93	2.8	2.7	3.3	2.9
	5	92	4.2	4.3	4.6	4.5
ROSEMONT	3	93	4.5+	2.7	4.1	3.2
	5	87	6.4+	5.2+	5.4+	5.0+
RUTLAND	3	89	3.6	2.8	3.3	2.8
	5	89	5.2+	4.4	4.4	3.9
SAMUEL COLERIDGE TAYLOR	3	83	4.1+	4.1+	4.1+	3.6+
	5	91	4.3	4.1	4.3	4.2
SAMUEL F B MORSE	5	91	4.0	4.3	4.8	4.8
SARAH M ROACH	3	99	2.8-	2.7-	3.4	3.3
	5	90	4.4	4.9+	4.5	4.5
SINCLAIR LANE	3	96	3.1	3.2	3.8	3.5
	5	94	4.4	4.5	4.9	4.8

BALTIMORE CITY (SPRINGHILL - WEST PORT)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI- ZATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
SPRINGHILL	PK-4	722	19.0	93.2	36.0	2.0	9.1	20.7	13.1
ST HELENA	K-5	40	20.0	95.0	2.0		17.0		
STEUART HILL	PK-3	784	18.4	90.2	40.5	2.0	9.3	29.0	30.6
TENCH TILGHMAN	K-6	551	14.9	93.3	35.0	2.0	6.5	29.3	13.5
THOMAS G HAYES	PK-6	594	14.5	93.8	39.0	2.0	9.6	24.5	17.1
THOMAS JEFFERSON	K-6	489	21.8	95.3	21.4	1.0	13.2	28.0	35.7
THOMAS JOHNSON	K-6	791	22.6	92.0	33.0	2.0	10.5	24.6	20.0
VICTORY	PK-6	380	15.2	91.2	24.0	1.0	5.6	26.0	20.0
VIOLETVILLE	K-6	348	20.5	95.7	16.0	1.0	11.5	17.8	11.8
WALTER P CARTER	K-6	684	19.0	94.3	34.0	2.0	10.5	18.5	19.4
WAVERLY	K-6	727	23.2	95.6	29.3	2.0	7.8	35.7	22.4
WESTSIDE	PK-6	788	18.8	93.3	40.0	2.0	13.3	40.5	23.8
WILLIAM PACA	K-6	770	18.8	91.7	39.0	2.0	8.7	20.5	19.5
WINDSOR HILLS	K-6	465	21.1	94.4	21.0	1.0	13.2	25.0	9.1
WM PINDERHUGHES	K-6	529	14.7	92.7	34.0	2.0	7.5	28.3	19.4
WOODHOME	K-6	378	11.4	95.8	32.1	1.0	8.6	25.0	7.9
WEST PORT	NO RESOURCE DATA AVAILABLE								

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
SPRINGHILL	3	87	3.0	2.8	3.3	2.9
ST HELENA	3	99	3.6	3.5	4.0	3.3
	5	94	6.5+	4.5	5.7	4.6
STEUART HILL	3	90	2.3-	2.6	2.8	2.8
TENCH TILGHMAN	3	90	2.6	2.7	3.1	2.9
	5	88	3.9	3.7	4.1	4.3
THOMAS G HAYES	3	86	3.4	3.5+	3.5	3.1
	5	91	3.9	3.7	4.5	4.6
THOMAS JEFFERSON	3	102	3.3	3.4	4.0	3.5
	5	97	4.6	5.0	5.4	5.0
THOMAS JOHNSON	3	88	2.8	2.9	3.3	3.2
	5	97	4.6	4.6	5.0	5.0
VICTORY	3	84	2.5	2.6	2.9	2.7
	5	92	4.1	4.2	4.1	4.2
VIOLETVILLE	3	98	3.7	4.0	4.4	3.8
	5	99	5.1	4.9	5.7	5.2
WALTER P CARTER	3	91	4.4+	3.1	3.6	3.1
	5	91	5.2	4.8	5.1	4.5
WAVERLY	3	96	2.9	2.9	3.4	3.0
	5	96	4.3	4.4	4.8	4.6
WESTSIDE	3	88	3.1	3.1	3.4	2.9
	5	89	4.2	4.0	4.3	4.5
WILLIAM PACA	3	94	3.3	3.0	3.5	3.1
	5	93	4.6	4.4	4.7	4.7
WINDSOR HILLS	3	93	3.0	2.9	3.7	3.0
	5	95	5.6	5.4	5.6	5.5
WM PINDERHUGHES	3	90	3.2	2.7	3.0	3.0
	5	88	5.0	4.1	4.3	4.4
WOODHOME	3	103	3.9	4.0	4.5	4.1
	5	104	5.3	5.3	5.4	5.4
WEST PORT	3	91	2.5	2.8	3.2	2.8
	5	86	4.1	4.3	4.3	4.5

BALTIMORE CITY (YORKWOOD - BOOKER T. WASHINGTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
YORKWOOD	K-6	592	19.3	95.8	28.7	2.0	15.1	32.0	19.5
CANTON ELEMENTARY & JR HI	K-9	1,922	17.3	85.5	106.2	5.0	8.5	23.7	18.2
FRANCIS SCOTT KEY	K-9	1,203	18.5	84.6	62.0	3.0	11.1	23.7	30.8
HARFORD HEIGHTS	PK-6,8	2,055	18.9	93.2	104.0	5.0	9.8	20.[illegible]	28.4
ROBERT POOLE	K-9	1,844	16.6	81.1	106.0	5.0	9.6	16.9	21.6
ROLAND PK ELEMENTARY & JR	K-9	1,105	15.6	84.6	66.8	4.0	9.6	15.7	21.2
WILLIAM S BAER	ELEM SPEC 7-9	206	3.5	88.7	55.7	3.0	10.9	21.4	23.0
CHINQUAPIN MIDDLE	6-8	1,363	15.7	92.9	83.0	4.0	8.0	19.0	27.6
DR MARTIN LUTHER KING JR	4-6,7	1,057	19.2	93.2	53.0	2.0	9.0	22.5	23.6
FALLSTAFF	6-8	749	15.1	93.1	47.6	2.0	8.8	26.5	24.2
SOUTHEAST MIDDLE	6-7	511	17.0	89.6	28.0	2.0	9.2	23.5	23.3
WINSTON MIDDLE	6-7	662	17.4	92.6	36.0	2.0	8.8	18.8	31.6
BALTIMORE POLYTECHNIC INST	9-12	2,253	21.9	96.1	100.0	3.0	16.5	24.3	35.9
BENJAMIN FRANKLIN	7-9	1,046	19.4	86.3	50.5	3.5	11.4	22.5	30.5
BOOKER T WASHINGTON	7-9	1,275	19.0	84.3	63.0	4.0	10.8	17.3	25.4

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
YORKWOOD	3	104	4.1	3.9	4.9	4.1
	5	102	5.4	5.2	5.9	5.3
CANTON ELEMENTARY I JR HI	3	98	2.7-	2.6-	3.3	3.1
	5	95	4.7	4.8	5.0	5.1
	7	89	5.4	5.6	5.6	5.9
	9	93	7.5	7.3	7.4	7.6
FRANCIS SCOTT KEY	3	102	3.7	3.7	4.1	3.5
	5	98	5.4	4.8	4.7	4.7
	7	94	5.8	6.0	6.1	6.2
	9	96	7.5	7.6	7.7	7.7
HARFORD HEIGHTS	3	90	3.5	3.0	3.6	3.1
	5	95	4.3	4.2	4.8	4.4
ROBERT POOLE	3	102	4.6+	3.6	4.6	4.0
	5	99	5.0	4.8	5.6	5.1
	7	93	5.8	5.8	6.0	6.0
	9	94	7.7	7.0	7.5	7.3
ROLAND PK ELEMENTARY I JR	3	109	4.4	4.4	4.6	4.3
	5	106	5.9	5.8	6.0	5.9
	7	91	6.0	5.4	5.9	5.7
	9	88	7.0	6.5	7.2	6.9
WILLIAM S BAER	7	74	3.7	4.2	4.3	4.0
	9	79	7.0+	6.3+	6.7+	6.6+
CHINQUAPIN MIDDLE	7	99	6.1	6.0	6.8	6.3
DR MARTIN LUTHER KING JR	5	92	4.2	4.1	4.7	4.6
	7	90	5.5	5.4	6.2	5.7
FALLSTAFF	7	100	6.9	6.5	7.2	6.7
SOUTHEAST MIDDLE	7	96	5.7	5.7	5.9	6.1
WINSTON MIDDLE	7	94	5.7	5.6	6.3	5.8
BALTIMORE POLYTECHNIC INS	9	114	9.8	9.6	9.8	10.2
BENJAMIN FRANKLIN	7	93	5.9	5.9	5.8	6.3
	9	96	7.7	7.5	7.7	7.9
BOOKER T WASHINGTON	7	84	4.9	5.0	5.2	5.4
	9	88	6.2	6.1	6.4	6.6

BALTIMORE CITY (CALVERTON - JOSIAH DIGGS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CALVERTON	7-9	2,037	16.8	83.6	117.0	4.5	9.9	18.4	25.9
CHERRY HILL	7-9	1,090	16.3	88.8	64.0	3.0	10.7	12.2	25.4
CLIFTON PARK	7-9	1,113	16.1	87.1	65.0	4.0	10.4	24.2	26.1
EASTERN	9-12	1,086	17.0	82.1	61.0	3.0	12.2	18.1	28.1
EDGAR ALLEN POE	7-12	258	10.3	76.1	23.0	2.0	12.2	18.7	24.0
FOREST PARK	9-12	1,329	14.8	85.2	87.0	3.0	11.1	21.5	30.0
GARRISON	7-9	1,623	17.3	90.2	90.0	4.0	10.6	22.1	19.1
GREENSPRING	7-9	2,243	18.7	67.8	116.0	4.0	9.3	20.4	22.5
GWYNNS FALLS PARK	7-9	1,492	17.3	84.0	82.0	4.0	8.6	18.5	24.4
HAMILTON	7-9	1,539	18.8	85.6	78.0	4.0	12.1	28.2	23.2
HAMPSTEAD HILL	7-9	2,561	20.7	80.3	119.0	5.0	10.3	18.4	23.4
HARLEM PARK	7-9	2,311	18.6	79.1	119.0	5.0	9.8	21.7	18.5
HERRING RUN	7-9	2,791	18.4	87.7	146.0	5.5	8.3	19.5	21.5
HOUSTON WOODS	7-12	1,247	14.7	80.4	82.1	3.0	11.1	21.3	16.5
JOSIAH DIGGS	7-9	458	17.0	80.2	25.0	2.0	10.1	21.1	7.4

BALTIMORE CITY (CALVERTON - JOSIAH DIGGS)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CALVERTON	7	88	5.1	5.1	5.6	5.6
	9	86	6.6	6.1	6.8	6.7
CHERRY HILL	7	89	5.0	5.1	5.8	5.5
	9	90	6.1	5.6-	7.1	6.7
CLIFTON PARK	7	87	4.8	5.0	5.2	5.4
	9	90	6.4	6.4	6.7	6.7
EASTERN	9	82	5.6	6.3+	6.3	6.3
EDGAR ALLEN POE	7	86	4.7	4.8	6.7+	5.5
	9	86	6.0	5.6	6.5	6.2
FOREST PARK	NO TEST RESULTS AVAILABLE					
GARRISON	7	95	5.6	5.6	6.2	5.9
	9	94	7.0	6.8	7.3	7.2
GREENSPRING	7	93	5.4	5.3	5.8	5.7
	9	92	6.9	6.3-	7.2	6.9
GWYNNS FALLS PARK	7	91	5.6	5.4	6.0	5.8
	9	93	6.8	6.5	7.2	6.8
HAMILTON	7	95	5.7	5.9	6.4	6.2
	9	92	7.2	7.2	7.3	7.5
HAMPSTEAD HILL	7	89	5.4	5.5	5.5	5.9
	9	91	6.9	6.8	7.0	7.2
HARLEM PARK	7	87	4.9	5.1	5.4	5.6
	9	89	6.3	6.3	6.9	6.8
HERRING RUN	7	95	5.7	5.7	6.1	6.1
	9	96	7.3	7.2	7.5	7.5
HOUSTON-WOODS	7	86	5.3	4.9	5.2	5.2
	9	90	6.2	5.9-	6.4	6.5
JOSIAH DIGGS	7	89	5.3	5.4	5.6	5.9
	9	88	6.2	6.4	6.5	6.7

BALTIMORE CITY (LOMBARD - WILLIAM LEMMEL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
LOMBARD	7-9	1,296	15.8	81.6	77.0	5.0	7.9	18.2	18.3
NORTHERN	9-12	2,729	21.1	87.9	124.0	5.0	13.5	23.3	37.2
NORTHERN PKWY JR HIGH	7-9	2,328	19.5	86.1	115.0	4.5	9.3	21.8	20.5
NORTHWESTERN	9-12	2,163	16.7	84.3	124.1	5.0	11.3	17.9	27.1
PAUL LAURENCE DUNBAR	9-12	1,270	11.9	86.2	103.0	4.0	9.5	24.7	22.4
PIMLICO	7-9	2,177	18.4	89.4	113.0	5.0	8.9	26.1	24.6
ROCK GLEN	7-9	2,465	19.1	84.1	124.0	5.0	11.7	22.2	21.7
SAMUEL GOMPERS	9-12	352	9.6	80.2	34.6	2.0	9.8	20.8	18.0
WESTERN	9-12	2,053	19.8	94.2	99.8	4.0	14.4	29.7	42.4
WILLIAM LEMMEL	7-9	2,098	18.7	83.2	107.0	5.0	10.4	22.2	24.1

BALTIMORE CITY (LOMBARD - WILLIAM LEMMEL)

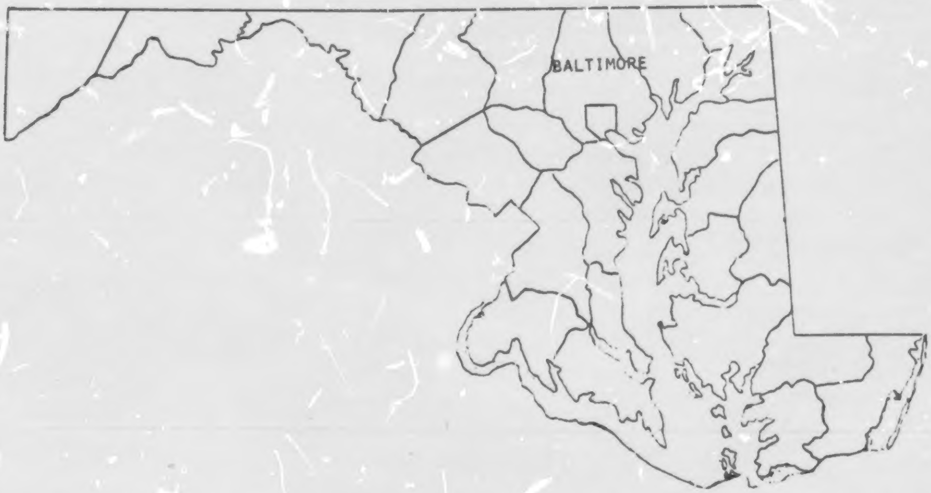
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALTIMORE CITY
CHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
OMBARD	7	90	5.0	5.7	5.9	6.2
	9	88	7.9+	7.8+	8.4+	8.3+
ORTHERN	9	93	7.3	7.1	7.4	7.5
ORTHERN PKWY JUNIOR HIGH	7	91	5.6	5.6	5.8	5.9
	9	94	7.1	7.0	7.5	7.3
ORTHWESTERN	9	93	7.3	7.1	7.2	7.1
AUL LAURENCE DUNBAR	9	98	7.9	7.5	8.7+	8.0
IMLICO	7	91	5.4	5.4	5.8	5.7
	9	93	7.3	6.4	7.4	6.7
OCK GLEN	7	92	5.8	5.8	6.1	6.1
	9	91	7.1	6.9	7.3	7.1
AMUEL GOMPERS	9	79	5.4	5.3	5.1	6.0
ESTERN	9	110	10.0	9.8+	10.5+	9.7
ILLIAM LEMMEL	7	90	5.4	5.4	5.7	5.9
	9	90	6.6	6.3	6.8	6.9

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	105	106	107	107
	5	106	106	109	108
	7	104	104	106	107
	9	104	104	107	107
VOCABULARY (ITBS)	3	3.9	3.9	4.0	4.1
	5	5.5	5.5	5.5	5.5
	7	7.3	7.3	7.3	7.3
	9	8.9	8.9	8.9	8.9
READING COMPREHENSION (ITBS)	3	3.9	4.0	4.0	4.1
	5	5.6	5.7	5.7	5.7
	7	7.3	7.3	7.2	7.2
	9	8.8	8.8	8.8	8.7
LANGUAGE TOTAL (ITBS)	3	4.2	4.4	4.4	4.6
	5	5.9	6.0	6.0	6.1
	7	7.5	7.4	7.5	7.4
	9	8.7	8.7	8.8	8.7
MATHEMATICAL TOTAL (ITBS)	3	4.0	4.0	4.0	4.1
	5	6.0	6.0	6.0	5.9
	7	7.8	7.7	7.7	7.6
	9	9.1	9.1	9.1	9.0

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	7,600	99	104	107	15.3	4.1	1.0
	5	8,549	98	104	108	14.9	5.5	1.5
	7	9,948	96	27	107	14.8	7.3	1.7
	9	10,126	96	28	107	15.3	8.9	1.8
(2) READING COMPREHENSION	3	7,600	99	104	107	15.3	4.1	1.2
	5	8,549	98	104	108	14.9	5.7	1.4
	7	9,948	96	27	107	14.8	7.2	1.6
	9	10,126	96	28	107	15.3	8.7	1.8
(3) SPELLING	3	7,600	99	104	107	15.3	4.6	1.2
	5	8,549	98	104	108	14.9	6.1	1.6
	7	9,948	96	27	107	14.8	7.4	2.0
	9	10,126	96	28	107	15.3	8.7	2.2
(4) CAPITALIZATION	3	7,600	99	104	107	15.3	4.5	1.2
	5	8,549	98	104	108	14.9	6.2	1.6
	7	9,948	96	27	107	14.8	7.6	2.0
	9	10,126	96	28	107	15.3	8.8	2.2
(5) PUNCTUATION	3	7,600	99	104	107	15.3	4.7	1.4
	5	8,549	98	104	108	14.9	6.2	1.6
	7	9,948	96	27	107		7.3	2.0
	9	10,126	96	28	107	15.3	8.7	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	7,600	99	104	107	15.3	4.3	1.3
	5	8,549	98	104	108	14.9	5.8	1.6
	7	9,948	96	27	107	14.8	7.3	2.0
	9	10,126	96	28	107	15.3	8.5	2.2
(7) LANGUAGE TOTAL	3	7,600	99	104	107	15.3	4.6	1.1
	5	8,549	98	104	108	14.9	6.1	1.4
	7	9,948	96	27	107	14.8	7.4	1.8
	9	10,126	96	28	107	15.3	8.7	1.9
(8) MATHEMATICAL CONCEPTS	3	7,600	99	104	107	15.3	4.2	0.9
	5	8,549	98	104	108	14.9	6.2	1.5
	7	9,948	96	27	107	14.8	7.9	1.7
	9	10,126	96	28	107	15.3	9.2	1.8
(9) MATHEMATICAL PROBLEMS	3	7,600	99	104	107	15.3	4.0	1.0
	5	8,549	98	104	108	14.9	5.6	1.4
	7	9,948	96	27	107	14.8	7.4	1.7
	9	10,126	96	28	107	15.3	8.8	1.8
(10) MATHEMATICAL TOTAL	3	7,600	99	104	107	15.3	4.1	0.9
	5	8,549	98	104	108	14.9	5.9	1.3
	7	9,948	96	27	107	14.8	7.6	1.6
	9	10,126	96	28	107	15.3	9.0	1.7

BALTIMORE COUNTY (ARBUTUS - CHESAPEAKE TERRACE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ARBUTUS	K-6	467	20.7	97.3	20.5	2.0	10.6	23.2	24.4
BACK RIVER	K-6	272	19.4	96.3	12.0	2.0	7.4	20.5	35.7
BALTIMORE HIGHLANDS	K-5	683	19.8	96.0	32.5	2.0	9.7	23.8	49.3
BATTLE GROVE	PRE-K-6	534	16.7	96.2	30.0	2.0	11.8	21.0	34.4
BEAR CREEK	K-6	610	17.9	96.8	32.0	2.0	12.4	36.0	23.5
BEDFORD	K-5	398	19.9	95.9	18.0	2.0	13.1	24.5	25.0
BERKSHIRE	K-6	555	17.3	96.6	30.0	2.0	9.2	28.3	34.4
CAMPFIELD	K-6	382	14.1	96.2	25.0	2.0	10.9	25.9	40.7
CARNEY	K-6	339	15.0	96.9	20.6	2.0	12.7	24.0	48.7
CARROLL MANOR	K-6	520	17.9	97.5	27.0	2.0	13.3	24.0	55.2
CATONSVILLE	K-6	460	15.3	96.9	28.0	2.0	11.5	17.5	36.7
CEDARMERE	K-6	536	17.6	96.6	28.5	2.0	10.1	23.8	29.5
CHADWICK	K-6	454	19.7	95.5	21.0	2.0	10.7	20.5	60.9
CHAPEL HILL	K-6	405	18.4	96.5	20.0	2.0	9.9	15.5	40.9
CHARLESMONT	K-6	526	17.2	95.9	28.5	2.0	9.6	25.5	36.1
CHASE	K-6	755	22.9	94.9	31.0	2.0	10.2	22.0	27.3
CHESAPEAKE TERRACE	K-6	230	15.3	97.2	13.0	2.0	12.3	15.0	40.0

BALTIMORE COUNTY (ARBUTUS - CHESAPEAKE TERRACE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS			
			VOCABULARY AVERAGE GE	READING COMPREHENSION AVERAGE GE	LANGUAGE TOTAL AVERAGE GE	MATHEMATICAL TOTAL AVERAGE GE
ARBUTUS	3	103	3.9	4.0	4.4	4.0
	5	112	5.6	5.8	6.2	6.2
BACK RIVER	3	102	3.6	3.6	3.8	3.7
	5	102	4.1-	4.7	4.9	5.2
BALTIMORE HIGHLANDS	3	103	3.6	3.7	3.9	3.7
	5	108	5.1	5.4	5.6	5.5
BATTLE GROVE	3	106	3.7	3.6	4.0	3.7
	5	101	4.7	4.9	5.3	5.1
BEAR CREEK	3	105	3.7	3.8	4.5	3.9
	5	107	5.4	5.6	6.1	5.9
BEDFORD	3	111	4.5	4.6	5.0	4.2
	5	112	6.2	6.2	6.7	6.3
BERKSHIRE	3	108	3.8	4.0	4.3	3.8
	5	106	5.0	5.2	5.5	5.5
CAMPFIELD	3	104	3.6	3.7	3.9	3.7
	5	104	5.3	5.4	5.9	5.7
CARNEY	3	108	4.6	4.6	5.1	4.5
	5	107	5.6	5.6	6.1	6.1
CARROLL MANOR	3	115	4.6	5.0	5.4	4.6
	5	113	6.2	6.4	6.6	6.6
CATONSVILLE	3	106	3.9	4.1	4.7	3.9
	5	110	5.9	6.2	6.6	6.4
CEDARMERE	3	108	4.3	4.4	4.7	4.4
	5	106	5.0	5.4	5.7	5.8
CHADWICK	3	104	3.7	3.8	4.2	3.9
	5	107	5.5	5.7	5.9	5.8
CHAPEL HILL	NO TEST RESULTS AVAILABLE					
CHARLESMONT	3	103	3.5	3.7	3.9	3.6
	5	101	4.8	4.8	5.3	5.1
CHASE	3	101	3.3	3.5	3.7	3.5
	5	104	4.5	5.1	5.2	5.3
CHESAPEAKE TERRACE	3	108	3.9	4.0	4.8	4.1
	5	106	5.6	5.6	6.0	5.5

BALTIMORE COUNTY (CHURCH LANE - FRANKLIN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CHURCH LANE	K-6	594	18.6	95.8	30.0	2.0	10.6	18.3	43.7
COCKEYSVILLE	K-6	361	16.3	97.2	20.1	2.0	13.5	28.5	31.7
COLGATE	K-6	348	18.3	96.2	17.0	2.0	9.2	21.0	57.9
CROMWELL VALLEY	K-6	397	17.6	97.0	20.6	2.0	11.4	20.1	39.8
DEEP CREEK	K-6	398	18.9	96.3	19.0	2.0	5.2	20.0	33.3
DEER PARK	K-5	653	18.5	95.6	33.2	2.0	9.5	21.5	44.6
DUNDALK	K-6	796	20.1	96.2	37.5	2.0	12.6	25.7	35.4
EASTWOOD	K-6	248	15.6	95.8	13.9	2.0	10.8	22.7	47.2
EDGEMERE	K-6	605	18.1	95.9	31.5	2.0	11.5	24.5	29.9
EDMONSON HEIGHTS	K-6	670	18.1	97.0	35.0	2.0	11.1	25.0	45.9
ELMWOOD	K-6	719	20.5	96.3	33.0	2.0	12.2	36.1	42.9
ESSEX	K-6	586	19.9	96.7	27.5	2.0	12.6	21.5	40.7
FEATHERBED LANE	K-6	468	18.7	97.2	23.0	2.0	10.5	31.3	32.0
FIFTH DISTRICT	K-6	376	17.1	97.5	20.0	2.0	13.4	15.0	27.3
FORT GARRISON	K-6	390	18.1	95.5	19.6	2.0	8.8	20.9	44.4
FORT HOWARD	K-6	108	12.7	95.6	7.5	1.0	8.7	19.0	35.3
FRANKLIN	K-6	754	20.9	96.9	34.0	2.0	13.3	20.0	33.3

BALTIMORE COUNTY (CHURCH LANE - FRANKLIN)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
			AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CHURCH LANE	3	112	4.3	4.3	4.8	4.4
	5	113	5.8	6.2	6.6	6.5
COCKEYSVILLE	3	115	4.2	4.1	4.7	4.2
	5	111	5.6	5.9	6.1	6.1
COLGATE	3	105	3.5	3.6	4.0	3.7
	5	111	4.9-	5.3-	5.8	5.4-
CROMWELL VALLEY	3	115	4.7	4.9	5.2	4.7
	5	117	6.8	6.8	7.7	6.7
DEEP CREEK	3	101	3.5	3.8	4.2	3.6
	5	109	5.0	5.5	5.7	5.7
DEER PARK	3	108	4.4	4.4	5.1	4.4
	5	106	5.6	5.6	5.8	5.6
DUNDALK	3	103	4.7+	3.7	4.5	3.6
	5	105	4.9	5.2	5.9	5.5
EASTWOOD	3	101	3.4	3.5	3.6	3.6
	5	108	4.6-	5.2	5.4	5.6
EDGEMERE	3	101	3.9	4.1	4.8	3.8
	5	92	5.0	5.1+	5.8+	5.7+
EDMONSON HEIGHTS	3	106	4.2	4.3	4.7	4.0
	5	107	5.7	5.8	6.2	5.8
ELMWOOD	3	105	4.0	4.0	4.4	4.2
	5	105	5.1	5.4	5.9	5.6
ESSEX	3	100	3.8	3.8	4.1	3.8
	5	106	5.3	5.4	5.7	5.4
FEATHERBED LANE	3	105	4.3	4.3	5.1	4.1
	5	103	4.9	5.3	5.9	5.5
FIFTH DISTRICT	3	108	4.2	4.1	4.5	4.2
	5	109	5.7	5.9	6.7	6.2
FORT GARRISON	3	116	4.8	4.9	5.3	4.5
	5	117	6.6	6.7	7.2	6.8
FORT HOWARD	3	96	3.1	2.9	3.4	3.2
	5	101	5.0	5.2	5.6	5.3
FRANKLIN	3	109	4.1	4.2	4.4	4.0
	5	108	5.7	5.8	5.9	5.8

BALTIMORE COUNTY (FULLERTON - LANSDOWNE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
FULLERTON	K-6	599	19.6	96.9	28.5	2.0	9.0	24.3	36.1
GLENMAR	K-6	671	18.4	95.7	34.5	2.0	8.7	25.0	38.3
GRANGE	K-6	538	19.9	96.8	25.0	2.0	8.1	24.5	44.4
GRAY MANOR	K-6	433	18.0	97.4	22.0	2.0	12.2	16.3	41.7
GUNPOWDER	K-6	446	16.5	97.9	25.0	2.0	11.7	19.8	59.3
HALETHORPE	1-6	176	15.3	95.7	9.5	2.0	11.2	16.5	56.5
HAMPTON	K-6	315	17.0	97.2	16.5	2.0	16.7	33.0	45.9
HARFORD HILLS	K-6	507	19.1	97.2	24.5	2.0	10.8	16.0	64.1
HAWTHORNE	K-6	788	17.7	96.4	42.5	2.0	8.8	30.7	33.7
HEBBVILLE	K-6	487	18.7	96.9	24.0	2.0	13.6	17.3	50.0
HERNWOOD	K-5	336	19.4	96.2	15.3	2.0	11.5	19.0	68.2
HILLCREST	K-6	458	18.5	96.9	22.8	2.0	10.6	21.3	39.5
HILLENDALE	K-6	729	18.7	96.6	37.0	2.0	10.5	35.3	43.6
INVERNESS	4-6	567	18.3	95.6	29.0	2.0	10.9	29.5	45.2
JOHNNYCAKE	K-6	469	18.4	97.5	23.5	2.0	12.6	23.3	27.5
KINGSVILLE	K-6	536	18.6	97.2	26.8	2.0	14.4	19.5	33.0
LANSDOWNE	K-5	435	19.8	96.1	20.0	2.0	11.2	15.8	43.2

BALTIMORE COUNTY (FULLERTON - LANSDOWNE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYST[illegible]

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
FULLERTON	3	108	4.2	4.4	5.0	4.3
	5	107	5.8	5.8	6.0	6.0
GLENMAR	3	102	3.8	3.9	4.1	3.9
	5	102	4.9	5.1	5.5	5.4
GRANGE	3	107	3.6	3.8	4.2	3.7
	5	108	5.4	5.5	5.7	6.1
GRAY MANOR	3	108	4.0	4.1	4.3	3.9
	5	105	4.7	5.1	5.2	5.4
GUNPOWDER	3	106	4.3	4.4	4.9	4.4
	5	117	6.5	6.2	6.6	6.5
HALETHORPE	3	101	5.1+	3.8	3.4-	3.5
	5	106	4.7-	5.1	5.4	5.6
HAMPTON	3	117	4.7	4.9	5.3	4.4
	5	120	6.5	6.8	6.8	6.7
HARFORD HILLS	3	111	4.4	4.5	5.1	4.5
	5	112	5.8	6.1	6.2	6.2
HAWTHORNE	3	109	3.7	3.8	4.5	3.9
	5	104	4.9	5.4	5.8	5.6
HEBBVILLE	3	104	3.6	3.9	4.2	3.9
	5	105	4.9	5.3	5.6	5.6
HERNWOOD	3	112	4.5	4.6	4.6	4.4
	5	113	6.0	6.3	6.5	6.6
HILLCREST	3	107	4.4	4.6	5.0	4.4
	5	111	6.5	6.0	6.7	6.5
HILLENDALE	3	103	3.8	3.8	4.3	3.7
	5	108	5.4	5.7	5.8	5.6
INVERNESS	5	104	4.8	5.3	5.6	5.5
JOHNNYCAKE	3	110	4.5	4.7	5.1	4.5
	5	111	6.1	6.1	6.6	6.2
KINGSVILLE	3	105	4.2	4.1	4.5	4.2
	5	110	5.8	6.1	6.2	6.1
LANSDOWNE	3	102	4.0	3.8	4.0	3.8
	5	106	5.1	5.4	5.6	5.6

BALTIMORE COUNTY (LOCH RAVEN - PARKVILLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
LOCH RAVEN	K-6	629	18.8	97.1	31.5	2.0	9.6	27.0	53.7
LOGAN	K-3	483	17.6	96.9	25.5	2.0	10.1	19.5	29.1
LUTHERVILLE	K-6	512	18.8	97.4	25.2	2.0	11.1	35.5	35.7
MAIDEN CHOICE	K-6	614	18.9	96.1	30.5	2.0	7.9	21.0	33.8
MARS ESTATES	K-6	609	20.3	96.0	28.0	2.0	11.9	19.7	36.7
MARTIN BOULEVARD	K-6	513	18.1	95.1	26.4	2.0	9.2	23.5	38.7
MCCORMICK	K-6	542	18.4	97.4	27.5	2.0	10.9	21.5	50.8
MERRITT POINT	4-6	395	17.2	97.0	21.0	2.0	11.7	14.5	43.5
MIDDLEBOROUGH	K-6	504	17.7	96.6	26.5	2.0	10.8	25.5	24.6
MIDDLESEX	K-6	747	17.8	95.8	40.0	2.0	9.0	32.3	21.4
MILBROOK	K-5	328	15.6	95.5	19.0	2.0	9.8	16.5	33.3
NORWOOD	K-6	697	21.1	95.6	31.0	2.0	10.9	22.0	42.4
OAKLEIGH	K-6	597	17.1	96.5	33.0	2.0	14.1	29.5	42.9
OREMS	K-6	331	16.1	96.6	18.5	2.0	10.7	24.3	43.9
OWINGS MILLS	K-6	830	20.3	95.9	38.8	2.0	9.6	21.5	39.2
PADONIA	K-6	497	19.1	96.8	24.0	2.0	13.7	24.0	42.3
PARKVILLE	K-6	566	19.2	97.3	27.5	2.0	12.3	20.3	49.1

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTA
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
LOCH RAVEN	3	113	4.3	4.3	4.9	4.6
	5	113	5.7	6.2	6.8	6.5
LOGAN	3	106	3.8	4.0	4.2	3.9
LUTHERVILLE	3	109	4.5	4.6	5.2	4.5
	5	116	6.5	6.7	7.0	6.8
MAIDEN CHOICE	3	108	3.5	3.8	4.1	3.9
	5	107	4.8	5.4	5.7	5.8
MARS ESTATES	3	106	4.0	3.8	4.8	4.0
	5	107	5.0	5.3	5.9	5.4
MARTIN BOULEVARD	3	101	3.6	3.3	3.8	3.9
	5	107	5.1	5.3	5.4	5.5
MCCORMICK	3	108	4.4	4.3	5.0	4.0
	5	109	5.6	5.8	6.4	6.2
MERRITT POINT	5	103	5.1	5.3	5.7	5.8
MIDDLEBOROUGH	3	99	3.8	3.6	4.1	3.8
	5	104	5.0	5.3	5.3	5.3
MIDDLESEX	3	105	3.8	3.9	4.2	3.9
	5	101	5.1	5.1	5.4	5.4
MILBROOK	3	108	4.1	4.0	4.9	4.3
	5	109	5.7	5.8	6.5	6.4
NORWOOD	3	110	4.1	4.4	4.7	4.3
	5	108	5.2	5.6	6.0	5.8
OAKLEIGH	3	106	4.0	4.1	4.5	4.0
	5	110	5.8	6.2	6.3	6.2
OREMS	3	102	3.5	3.3	3.7	3.5
	5	107	5.2	5.3	5.6	5.6
OWINGS MILLS	3	102	3.9	3.8	4.4	3.8
	5	104	5.1	5.3	5.7	5.4
PADONIA	3	108	4.2	4.3	4.6	4.1
	5	111	5.8	5.9	5.7	5.8
PARKVILLE	3	112	4.0	4.2	4.7	4.2
	5	112	5.6	5.8	6.0	6.4

BALTIMORE COUNTY (PERRY HALL - SANDALWOOD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
PERRY HALL	K-6	874	19.4	97.0	43.1	2.0	11.8	24.5	43.5
PINE GROVE	K-6	671	21.6	96.6	29.0	2.0	9.2	18.0	32.3
PINEWOOD	K-6	286	15.1	98.0	17.0	2.0	11.7	18.5	47.4
PLEASANT PLAINS	K-6	578	19.3	97.6	28.0	2.0	8.6	25.5	36.7
POT SPRING	K-6	617	18.7	97.8	31.0	2.0	13.2	29.5	50.0
POWHATAN	K-6	441	20.0	96.7	20.0	2.0	7.3	25.5	45.5
PRETTY BOY	K-6	347	19.3	96.3	16.0	2.0	9.7	22.7	33.3
RANDALLSTOWN	K-6	601	19.6	96.0	28.7	2.0	12.1	20.3	51.1
RED HOUSE RUN	K-6	702	20.1	97.5	33.0	2.0	10.0	22.0	31.4
REISTERSTOWN	K-6	667	19.6	96.6	32.0	2.0	11.9	24.0	52.9
RELAY	K-6	331	16.5	97.2	18.0	2.0	11.1	19.5	45.0
RIDERWOOD	K-6	393	16.4	96.9	21.9	2.0	11.6	26.5	37.7
RIVERVIEW	K-5	690	17.7	96.3	37.0	2.0	8.5	20.0	33.3
RODGERS FORGE	K-6	663	18.3	97.2	34.3	2.0	12.7	23.5	35.3
ROSEDALE	K-6	720	18.5	95.6	36.9	2.0	8.4	23.5	40.9
RUXTON	K-6	300	17.1	97.0	16.0	1.5	12.5	19.7	31.4
SANDALWOOD	K-6	622	20.1	96.0	29.0	2.0	8.2	15.2	38.7

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
PERRY HALL	3	108	4.0	4.1	4.5	4.2
	5	111	5.6	5.9	6.3	6.2
PINE GROVE	3	111	4.7	4.5	5.2	4.5
	5	110	6.1	5.9	6.6	6.5
PINEWOOD	3	107	4.5	4.5	4.8	4.3
	5	112	6.4	6.5	6.5	6.4
PLEASANT PLAINS	3	106	4.3	4.3	4.6	4.2
	5	109	6.1	6.1	6.2	6.1
POT SPRING	3	113	4.6	4.7	5.0	4.6
	5	118	6.4	6.7	7.0	6.9
POWHATAN	3	102	3.5	3.5	3.9	3.6
	5	102	4.7	4.9	5.7	5.1
PRETTY BOY	3	105	4.2	4.0	4.5	4.2
	5	107	6.0	6.0	6.5	6.1
RANDALLSTOWN	3	110	4.5	4.6	5.2	4.4
	5	110	5.8	5.9	6.6	6.1
RED HOUSE RUN	3	108	4.1	4.2	4.5	4.1
	5	114	6.1	6.4	6.9	6.7
REISTERSTOWN	3	106	4.1	4.2	4.7	4.1
	5	112	5.9	5.9	6.8	6.2
RELAY	3	105	4.2	4.4	5.2+	4.5+
	5	110	5.9	6.4	6.7	6.0
RIDERWOOD	3	114	4.7	5.0	5.3	4.8
	5	116	6.2	6.4	6.3	6.5
RIVERVIEW	3	97	4.1	4.0	4.7+	4.4+
	5	105	5.0	5.4	6.0	5.8
RODGERS FORGE	3	114	4.8	4.9	5.2	4.6
	5	113	6.2	6.2	6.5	6.4
ROSEDALE	3	104	3.8	3.8	3.8	3.7
	5	103	5.1	5.3	5.2	5.3
RUXTON	3	111	4.8	4.7	5.1	4.6
	5	119	6.6	6.7	7.1	6.8
SANDALWOOD	3	99	4.1	3.8	4.5	3.9
	5	109	5.4	5.7	6.0	5.8

BALTIMORE COUNTY (SANDY PLAINS - WESTOWNE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
SANDY PLAINS	K-6	578	18.6	95.3	29.0	2.0	5.8	22.7	35.5
SCOTTS BRANCH	K-6	558	18.6	95.4	28.0	2.0	12.5	24.5	38.3
SENECA	K-6	526	18.8	96.3	26.0	2.0	10.8	32.5	32.1
SEVENTH DISTRICT	K-6	423	19.7	95.8	19.5	2.0	15.2	24.5	46.5
SPARKS	K-6	379	16.1	97.1	21.6	2.0	13.5	20.5	38.1
STONELEIGH	K-6	595	20.5	97.5	27.0	2.0	12.1	17.7	58.6
SUMMIT PARK	K-6	283	16.6	95.1	15.0	2.0	11.9	18.0	76.5
SUSSEX	K-6	485	16.2	96.1	28.0	2.0	11.2	24.3	26.7
TIMBERGROVE	K-6	751	21.5	96.3	33.0	2.0	9.9	26.9	31.4
TIMONIUM	K-6	460	18.2	97.9	23.3	2.0	13.0	33.5	45.5
TOWSON	K-6	398	12.4	96.8	30.0	2.0	13.3	29.1	50.0
VICTORY VILLA	K-6	477	18.0	94.5	24.5	2.0	9.9	25.3	34.0
VILLA CRESTA	K-6	631	17.8	97.7	33.5	2.0	12.1	38.0	54.9
WARREN	K-6	702	21.3	97.3	31.0	2.0	11.6	21.5	51.5
WELLWOOD	K-6	507	18.8	95.5	25.0	2.0	10.7	16.5	44.4
WESTCHESTER	K-6	562	17.8	96.6	29.5	2.0	10.8	26.0	41.3
WESTOWNE	K-6	677	19.1	96.9	33.5	2.0	10.0	29.5	40.8

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS: VOCABULARY AVERAGE GE	READING COMPREHENSION AVERAGE GE	LANGUAGE TOTAL AVERAGE GE	MATHEMATICAL TOTAL AVERAGE GE
SANDY PLAINS	3	103	3.7	3.7	3.9	3.7
SCOTTS BRANCH	3	108	3.7	3.8	4.4	3.8
	5	106	5.5	5.4	6.0	5.7
SENECA	3	104	4.0	4.0	4.2	4.1
	5	108	5.2	5.6	5.6	5.7
SEVENTH DISTRICT	3	102	3.7	3.8	4.0	3.7
	5	101	5.2	5.1	5.4	5.2
SPARKS	3	108	4.5	4.6	5.0	4.4
	5	109	6.2	6.1	6.2	6.2
STONELEIGH	3	113	4.8	5.0	5.3	4.8
	5	118	6.7	6.8	7.1	7.1
SUMMIT PARK	3	117	4.7	4.8	5.3	4.8
	5	112	6.2	6.1	6.7	6.6
SUSSEX	3	104	3.7	3.7	4.2	3.9
	5	108	5.0	5.1	5.7	5.2-
TIMBERGROVE	3	109	4.1	4.1	4.7	4.1
	5	109	5.7	5.9	6.7	5.9
TIMONIUM	3	111	4.6	4.5	4.9	4.6
	5	111	6.5	6.4	7.0	6.6
TOWSON	3	108	4.1	4.3	4.7	4.2
	5	104	6.0	6.0	6.5	6.2
VICTORY VILLA	3	97	3.3	3.2	3.5	3.5
	5	102	5.7	5.2	5.3	5.3
VILLA CRESTA	3	110	4.2	4.3	4.4	4.2
	5	113	5.6	6.1	6.3	6.4
WARREN	3	118	4.8	4.9	5.0	4.6
	5	114	6.1	6.3	6.6	6.4
WELLWOOD	3	110	4.5	4.6	5.1	4.6
	5	113	6.7	6.5	7.0	6.8
WESTCHESTER	3	109	3.8	3.9	4.2	3.9
	5	110	5.6	5.9	6.2	6.1
WESTOWNE	3	104	4.0	4.1	4.6	4.1
	5	104	5.3	5.6	5.7	5.4

BALTIMORE COUNTY (WINAND - GOLDEN RING JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
WINAND	K-6	774	18.2	94.8	40.5	2.0	10.5	15.7	54.1
WINFIELD	K-6	469	18.2	95.6	23.8	2.0	9.3	19.5	54.3
WOODBRIDGE	K-6	503	20.1	97.8	23.0	2.0	9.3	17.5	44.0
WOODLAWN	K-6	257	19.0	95.2	11.5	2.0	7.1	27.0	63.0
WOODMOOR	K-6	575	19.3	97.0	27.8	2.0	8.5	26.0	37.9
DEER PARK	6-9	1,205	15.9	95.6	73.0	3.0	8.6	21.3	40.8
LANSDOWNE MIDDLE	6-8	1,043	16.3	94.2	61.0	3.0	9.2	18.5	45.3
SUDBROOK JR HIGH	6-9	1,083	16.2	95.2	64.0	3.0	10.9	21.5	43.3
ARBUTUS JR HIGH	7-9	909	15.4	94.8	56.0	3.0	10.8	20.3	53.5
CATONSVILLE JR HIGH	7-9	1,175	16.3	95.0	69.0	3.0	10.4	23.0	44.4
COCKEYSVILLE JR HIGH	7-10	1,292	15.5	95.0	80.2	3.0	9.5	21.3	40.4
DEEP CREEK JR SR HIGH	7-10	1,533	17.2	93.5	86.0	3.0	9.3	19.4	31.5
DUMBARTON JR HIGH	7-9	965	16.0	95.9	57.4	3.0	10.5	20.5	41.4
DUNDALK JR HIGH	7-9	902	16.5	94.3	51.5	3.0	9.7	20.3	38.5
FRANKLIN JR HIGH	7-9	1,291	17.6	95.0	70.3	3.0	11.0	26.3	37.9
GENERAL JOHN STRICKER JR HI	7-9	1,393	17.0	95.3	79.0	3.0	8.5	19.4	42.7
GOLDEN RING JR HIGH	7-9	1,210	17.0	95.8	68.0	3.0	10.9	21.0	39.4

BALTIMORE COUNTY (WINAND - GOLDEN RING JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS			
			VOCABULARY AVERAGE GE	READING COMPREHENSION AVERAGE GE	LANGUAGE TOTAL AVERAGE GE	MATHEMATICAL TOTAL AVERAGE GE
WINAND	3	110	4.5	4.6	4.9	4.5
	5	111	6.2	6.0	6.4	6.4
WINFIELD	3	108	4.4	4.4	4.7	4.3
	5	108	5.6	5.8	6.0	6.1
WOODBRIDGE	3	115	4.9	4.7	5.5	4.6
	5	113	6.0	6.3	6.7	6.5
WOODLAWN	3	107	4.0	4.1	4.3	3.9
	5	108	5.2	5.7	5.8	5.7
WOODMOOR	3	97	3.7	3.6	4.0	3.6
	5	102	4.9	5.0	5.4	5.2
DEER PARK	7	111	7.8	7.7	8.1	8.2
	9	108	9.0	8.9	8.9	9.3
LANSDOWNE MIDDLE	7	103	6.6	6.7	7.1	6.9
SUDBROOK JR HIGH	7	107	7.5	7.4	7.7	7.8
	9	108	9.3	8.9	9.6	9.3
ARBUTUS JR HIGH	7	106	7.2	7.1	7.2	7.4
	9	107	8.7	8.6	8.5	8.8
CATONSVILLE JR HIGH	7	106	7.5	7.3	7.3	7.8
	9	107	9.0	9.0	8.8	9.2
COCKEYSVILLE JR HIGH	7	111	7.9	7.8	7.8	8.2
	9	109	9.3	9.2	9.0	9.4
DEEP CREEK JR SR HIGH	7	102	6.7	6.8	6.7	7.0
	9	102	8.0	8.1	7.8	8.2
DUMBARTON JR HIGH	7	111	7.6	7.6	7.7	8.0
	9	113	9.8	9.5	9.3	9.6
DUNDALK JR HIGH	7	105	6.7	6.7	7.3	7.3
	9	101	8.2	8.1	8.3	8.4
FRANKLIN JR HIGH	7	108	7.3	7.2	7.3	7.7
	9	106	8.7	8.6	8.6	8.7
GENERAL JOHN STRICKER JR	7	102	6.8	6.8	7.1	7.2
	9	105	8.4	8.4	8.6	8.9
GOLDEN RING JR HIGH	7	108	7.1	7.2	7.3	7.9
	9	108	8.6	8.6	8.4	9.1

BALTIMORE COUNTY (HEREFORD JR. SR. HIGH - WOODLAWN JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
HEREFORD JR SR HIGH	7-12	1,623	17.5	94.9	89.0	4.0	12.3	19.6	51.6
HOLABIRD JR HIGH	7-9	1,105	15.7	94.2	67.5	3.0	9.1	21.5	35.5
JOHNNYCAKE JR HIGH	7-9	1,262	16.8	95.4	72.0	3.0	9.5	28.7	37.3
LANDSDOWNE SR HIGH	9-12	2,102	18.0	92.3	113.0	4.0	11.7	22.8	48.7
LOCH RAVEN JR HIGH	7-9	979	15.8	96.1	59.0	3.0	13.5	28.1	56.5
MIDDLE RIVER JR HIGH	7-9	1,389	17.1	93.4	78.0	3.0	9.6	22.4	33.3
NORTH POINT JR HIGH	7-9	1,077	16.1	94.6	64.0	3.0	8.4	23.5	35.8
OLD COURT JR HIGH	7-9	1,148	15.9	94.7	69.0	3.0	10.6	19.5	38.9
PARKVILLE JR HIGH	7-9	1,118	16.7	96.3	64.0	3.0	11.4	27.0	35.8
PERRY HALL JR HIGH	7-9	1,203	15.9	97.1	72.5	3.0	12.0	18.3	35.8
PIKESVILLE JR HIGH	7-9	1,086	16.2	94.1	63.9	3.0	10.2	23.9	48.6
PINE GROVE JR HIGH	7-9	1,107	16.8	96.3	63.0	3.0	9.5	18.1	43.9
RIDGELY JR HIGH	7-9	1,234	16.1	97.3	73.7	3.0	12.4	23.0	40.4
SPARROWS POINT SR HIGH	9-12	1,314	16.4	94.0	76.0	4.0	9.4	19.5	47.5
STEMMERS RUN JR HIGH	7-9	1,447	17.4	94.0	80.0	3.0	9.6	21.6	36.1
TOWSONTOWN JR HIGH	7-9	950	15.8	96.8	57.0	3.0	12.4	24.0	50.0
WOODLAWN JR HIGH	7-9	1,115	15.8	95.2	67.5	3.0	8.7	17.3	41.1

BALTIMORE COUNTY (HEREFORD JR. SR. HIGH - WOODLAWN JR. HIGH)

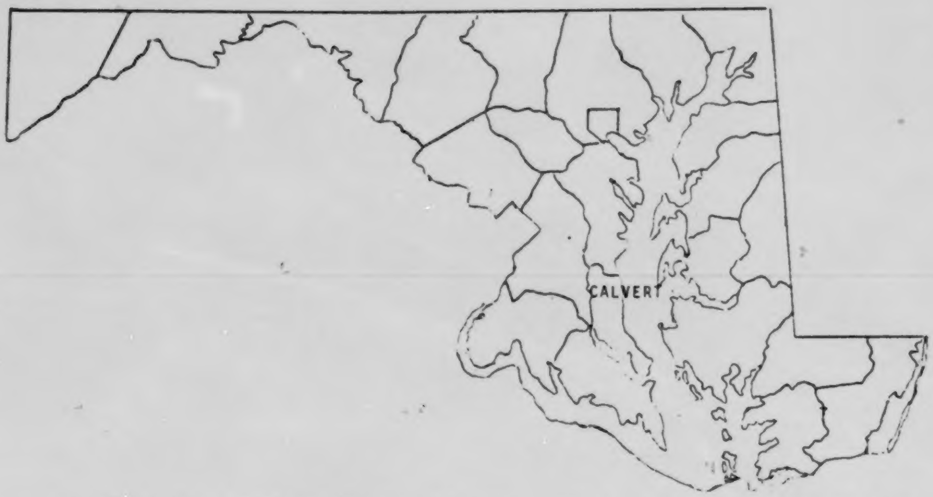
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
HEREFORD JR SR HIGH	7	106	7.9	7.5	7.9	8.2+
	9	108	9.1	9.0	8.8	9.2
HOLABIRD JR HIGH	7	105	6.8	6.8	7.0	7.4
	9	105	8.2	8.3	8.1	8.7
JOHNNYCAKE JR HIGH	7	108	7.6	7.6	7.7	7.8
	9	109	9.0	8.7	8.9	9.0
LANSDOWNE SR HIGH	9	103	8.1	8.0	7.9	8.4
LOCH RAVEN JR HIGH	7	109	7.7	7.7	8.0	8.0
	9	110	9.4	9.3	9.3	9.5
MIDDLE RIVER JR HIGH	7	103	6.7	6.7	6.9	7.0
	9	102	8.0	8.1	8.1	8.3
NORTH POINT JR HIGH	7	104	6.8	6.8	7.1	7.1
	9	105	8.4	8.4	8.3	8.8
OLD COURT JR HIGH	7	108	7.6	7.5	7.6	7.8
	9	109	9.4	9.2	9.1	9.5
PARKVILLE JR HIGH	7	107	7.2	7.1	7.0	7.4
	9	108	8.8	8.7	8.7	9.0
PERRY HALL JR HIGH	7	107	7.3	7.3	7.3	7.8
	9	109	9.0	8.9	8.6	9.1
PIKESVILLE JR HI	7	108	7.9	7.8	8.3	8.2
	9	112	9.7	9.5	9.7	10.0
PINE GROVE JR HIGH	7	108	7.5	7.4	7.5	7.9
	9	109	8.9	8.9	8.7	9.3
RIDGELY JR HIGH	7	112	8.2	8.2	8.4	8.5
	9	113	10.0	9.7	9.5	9.9
SPARROWS POINT SR HIGH	9	104	8.2	8.1	8.2	8.5
STEMMERS RUN JR HIGH	7	104	6.6	6.8	6.8	7.0
	9	104	8.1	8.2	8.0	8.5
TOWSONTOWN JR HIGH	7	114	8.3	8.1	8.5	8.5
	9	114	10.4	9.9	10.0	9.9
WOODLAWN JR HIGH	7	103	6.9	6.8	7.0	7.2
	9	106	8.5	8.1	8.2	8.4

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CALVERT COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	92	93	95	97
	5	93	95	99	100
	7	91	91	95	99
	9	93	91	96	97
VOCABULARY (ITBS)	3	2.9	2.9	3.1	3.3
	5	4.2	4.5	4.7	5.1
	7	5.7	5.8	6.0	6.4
	9	7.1	7.1	7.3	7.4
READING COMPREHENSION (ITBS)	3	3.0	3.0	3.3	3.5
	5	4.4	4.6	4.9	5.0
	7	6.0	6.1	6.2	6.5
	9	7.3	7.3	7.4	7.5
LANGUAGE TOTAL (ITBS)	3	3.4	3.4	3.8	4.1
	5	4.6	5.0	5.4	5.7
	7	5.7	5.9	6.3	6.7
	9	7.0	6.9	7.2	7.4
MATHEMATICAL TOTAL (ITBS)	3	3.1	3.0	3.3	3.5
	5	4.7	4.9	5.2	5.3
	7	6.1	6.2	6.3	6.7
	9	7.4	7.3	7.5	7.7

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	475	97	6	97	15.0	3.3	1.2
	5	523	100	6	100	15.7	5.1	1.7
	7	626	85	2	99	15.1	6.4	1.8
	9	640	77	2	97	16.0	7.4	2.0
(2) READING COMPREHENSION	3	475	97	6	97	15.0	3.5	1.1
	5	523	100	6	100	15.7	5.0	1.5
	7	626	85	2	99	15.1	6.5	1.5
	9	640	77	2	97	16.0	7.5	1.8
(3) SPELLING	3	475	97	6	97	15.0	4.0	1.4
	5	523	100	6	100	15.7	5.2	1.9
	7	626	85	2	99	15.1	6.8	2.1
	9	640	77	2	97	16.0	7.2	2.2
(4) CAPITALIZATION	3	475	97	6	97	15.0	4.2	1.4
	5	523	100	6	100	15.7	6.1	1.8
	7	626	85	2	99	15.1	6.9	1.9
	9	640	77	2	97	16.0	7.7	2.2
(5) PUNCTUATION	3	475	97	6	97	15.0	4.6	1.4
	5	523	100	6	100	15.7	5.9	1.7
	7	626	85	2	99	15.1	6.7	2.0
	9	640	77	2	97	16.0	7.5	2.3

TABLE 2. SYSTEM LEVEL --NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES' BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	475	97	6	97	15.0	3.8	1.3
	5	523	100	6	100	15.7	5.4	1.7
	7	626	85	2	99	15.1	6.5	2.0
	9	640	77	2	97	16.0	7.4	2.2
(7) LANGUAGE TOTAL	3	475	97	6	97	15.0	4.1	1.2
	5	523	100	6	100	15.7	5.7	1.6
	7	626	85	2	99	15.1	6.7	1.7
	9	640	77	2	97	16.0	7.4	1.9
(8) MATHEMATICAL CONCEPTS	3	475	97	6	97	15.0	3.5	1.0
	5	523	100	6	100	15.7	5.4	1.4
	7	626	85	2	99	15.1	6.7	1.5
	9	640	77	2	97	16.0	7.7	1.7
(9) MATHEMATICAL PROBLEMS	3	475	97	6	97	15.0	3.5	1.1
	5	523	100	6	100	15.7	5.3	1.3
	7	626	85	2	99	15.1	6.6	1.6
	9	640	77	2	97	16.0	7.6	1.9
(10) MATHEMATICAL TOTAL	3	475	97	6	97	15.0	3.5	1.0
	5	523	100	6	100	15.7	5.3	1.3
	7	626	85	2	99	15.1	6.7	1.4
	9	640	77	2	97	16.0	7.7	1.7

CALVERT COUNTY (APPEAL - NORTHERN HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

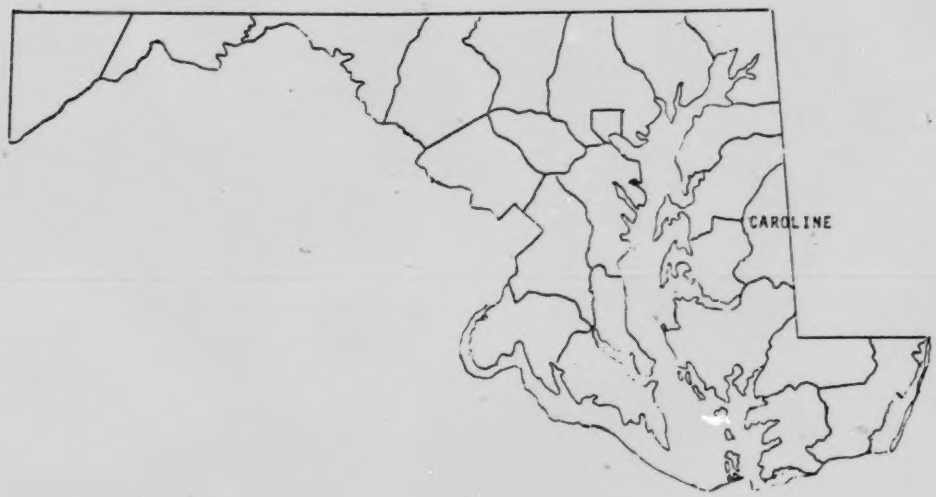
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
APPEAL	K-5	385	14.6	94.3	24.4	2.0	13.1	19.0	26.5
BEACH	K-5	530	20.8	95.2	23.5	2.0	5.8	17.0	5.9
CENTRAL	K-5	570	17.2	96.0	31.2	2.0	11.2	17.7	18.7
HUNTINGTON	K-5	494	16.8	96.2	26.4	3.0	6.8	23.7	6.1
MT HARMONY	K-5	633	20.0	95.2	29.6	2.0	11.1	13.5	19.6
MUTUAL	PRE-K-5	545	22.0	94.5	22.7	2.0	6.0	27.7	19.4
CALVERT CO MIDDLE SCHOOL	6-8	824	18.7	93.7	42.0	2.0	10.4	21.5	29.5
NORTHERN MIDDLE	6-8	987	19.0	93.2	50.0	2.0	5.7	28.0	23.1
CALVERT SENIOR HIGH	9-12	958	21.3	89.8	43.0	2.0	12.3	21.0	35.5
NORTHERN HIGH	9-12	1,118	21.5	90.7	49.0	3.0	6.5	15.2	28.8

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CALVERT COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVEPAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
APPEAL	3	96	2.7	3.1	3.4	3.1
	5	93	3.8	4.1	4.5	4.5
BEACH	3	97	3.1	3.2	3.7	3.3
	5	98	4.5	4.8	5.2	4.9
CENTRAL	3	96	3.2	3.4	4.1	3.5
	5	101	4.9	5.0	5.6	5.3
HUNTINGTOWN	3	100	4.2	4.0	4.9+	4.0
	5	105	6.9+	5.7	6.9+	6.0
MT HARMONY	3	99	3.6	3.7	4.8+	3.7
	5	104	5.4	5.6	6.3	6.0
MUTUAL	3	94	2.9	3.2	3.6	3.2
	5	96	4.4	4.2	5.1	5.0
CALVERT CO MIDDLE SCHOOL	7	98	6.1	6.3	6.5	6.5
NORTHERN MIDDLE	7	100	6.6	6.7	6.9	6.8
CALVERT SENIOR HIGH	9	95	7.4	7.3	7.3	7.6
NORTHERN HIGH	9	99	7.4	7.6	7.5	7.8

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION
CAROLINE COUNTY



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- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

CAROLINE COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	97	99	99	102
	5	99	97	98	101
	7	95	97	98	100
	9	101	96	99	99
VOCABULARY (ITBS)	3	3.2	3.5	3.4	3.6
	5	5.0	4.8	4.9	5.1
	7	6.5	6.4	6.6	6.5
	9	8.2	7.9	7.8	7.9
READING COMPREHENSION (ITBS)	3	3.5	3.6	3.5	3.8
	5	5.2	5.1	5.1	5.2
	7	6.6	6.5	6.6	6.6
	9	8.2	8.0	8.0	7.9
LANGUAGE TOTAL (ITBS)	3	3.8	4.0	4.0	4.1
	5	5.3	5.2	5.2	5.4
	7	6.5	6.4	6.6	6.5
	9	8.1	7.8	7.7	7.5
MATHEMATICAL TOTAL (ITBS)	3	3.4	3.5	3.5	3.7
	5	5.2	5.0	5.1	5.2
	7	6.7	6.5	6.7	6.6
	9	8.1	7.9	8.0	7.7

CAROLINE COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	332	95	5	102	14.7	3.6	1.1
	5	388	95	5	101	16.0	5.1	1.5
	7	446	91	2	100	15.2	6.5	1.7
	9	437	88	2	99	16.2	7.9	1.9
(2) READING COMPREHENSION	3	332	95	5	102	14.7	3.8	1.2
	5	388	95	5	101	16.0	5.2	1.4
	7	446	91	2	100	15.2	6.6	1.7
	9	437	88	2	99	16.2	7.9	1.8
(3) SPELLING	3	332	95	5	102	14.7	4.3	1.3
	5	388	95	5	101	16.0	5.6	1.7
	7	446	91	2	100	15.2	6.8	2.0
	9	437	88	2	99	16.2	7.9	2.2
(4) CA[illegible]AL-IZ[illegible]ON	3	332	95	5	102	14.7	4.1	1.3
	5	388	95	5	101	16.0	5.7	1.7
	7	446	91	2	100	15.2	6.6	1.9
	9	437	88	2	99	16.2	7.5	2.2
(5) PUNCTUATION	3	332	95	5	102	14.7	4.1	1.4
	5	388	95	5	101	16.0	5.3	1.5
	7	446	91	2	100	15.2	6.3	2.0
	9	437	88	1	99	16.2	7.3	2.1

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	332	95	5	102	14.7	3.7	1.3
	5	388	95	5	101	16.0	5.0	1.7
	7	446	91	2	100	15.2	6.3	2.0
	9	437	88	2	99	16.2	7.4	2.2
(7) LANGUAGE TOTAL	3	332	95	5	102	14.7	4.1	1.1
	5	388	95	5	101	16.0	5.4	1.5
	7	446	91	2	100	15.2	6.5	1.7
	9	437	88	2	99	16.2	7.5	1.9
(8) MATHEMATICAL CONCEPTS	3	332	95	5	102	14.7	3.6	0.9
	5	388	95	5	101	16.0	5.2	1.3
	7	446	91	2	100	15.2	6.7	1.4
	9	437	88	2	99	16.2	7.7	1.7
(9) MATHEMATICAL PROBLEMS	3	332	95	5	102	14.7	3.7	1.1
	5	388	95	5	101	16.0	5.2	1.3
	7	446	91	2	100	15.2	6.5	1.4
	9	437	88	2	99	16.2	7.8	1.8
(10) MATHEMATICAL TOTAL	3	332	95	5	102	14.7	3.7	0.9
	5	388	95	5	101	16.0	5.2	1.2
	7	446	91	2	100	15.2	6.6	1.3
	9	437	88	2	99	16.2	7.7	1.6

CAROLINE COUNTY (DENTON ELEMENTARY - RIVERVIEW JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
DENTON ELEMENTARY	K-6,(SPEC)	628	19.1	97.4	30.8	2.0	9.4	17.0	12.8
FEDERALSBURG	K-6	635	18.5	95.6	32.4	2.0	10.3	12.5	7.0
GREENSBORO	K-6	596	19.0	96.1	29.4	2.0	8.3	7.3	13.4
PRESTON	K-6	427	17.5	96.8	23.4	1.0	12.5	15.0	22.1
RIDGELY	K-6	312	18.8	97.4	15.6	1.0	8.5	9.5	1.2
COLONEL RICHARDSON JR HIGH	7-8	370	16.2	95.5	20.8	2.0	12.1	24.5	21.9
COLONEL RICHARDSON SR HIGH	9-12	733	19.9	91.2	34.8	2.0	9.6	22.5	12.5
NORTH CAROLINE SR HIGH	9-12	930	15.9	91.5	54.8	3.5	9.8	14.0	10.3
RIVERVIEW JR HIGH	7-8	523	17.1	93.8	28.5	2.0	8.3	12.0	13.1

CAROLINE COUNTY (DENTON ELEMENTARY - RIVERVIEW JR. HIGH)

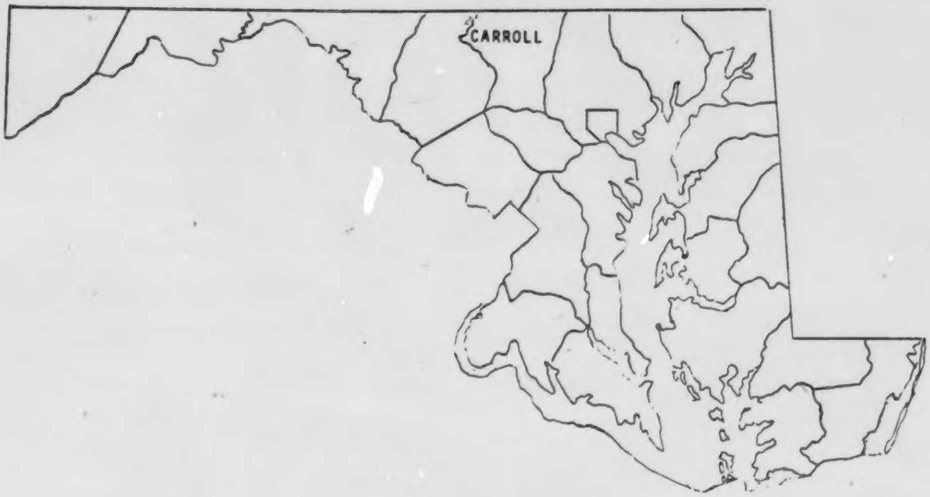
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CAROLINE COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
DENTON ELLMENTARY	3	99	3.8	4.0	4.3	3.7
	5	94	4.7	4.8	5.0	4.8
FEDERALSBURG	3	101	3.5	3.6	3.8	3.7
	5	106	5.1	5.3	5.4	5.2
GREENSBORO	3	104	3.7	3.9	4.0	3.6
	5	99	5.2	5.3	5.2	5.2
PRESTON	3	106	3.6	3.8	4.2	3.7
	5	101	5.3	5.4	6.0	5.5
RIDGELY	3	102	3.8	3.9	4.1	3.7
	5	103	5.2	5.5	5.5	5.2
COLONEL RICHARDSON JR HI	7	99	6.5	6.7	6.7	6.5
COLONEL RICHARDSON SR HIG	9	98	7.8	7.8	7.5	7.7
NORTH CAROLINE SR HIGH	9	99	8.0	8.1	7.5	7.8
RIVERVIEW JR HIGH	7	101	6.6	6.5	6.4	6.7

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CARROLL COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	104	105	105	106
	5	105	105	107	107
	7	103	106	107	106
	9	107	103	107	106
VOCABULARY (ITBS)	3	3.9	3.9	4.0	4.0
	5	5.5	5.5	5.7	5.7
	7	7.2	7.1	7.4	7.5
	9	8.9	8.6	8.8	8.7
READING COMPREHENSION (ITBS)	3	3.9	4.0	4.0	4.1
	5	5.7	5.7	5.7	5.8
	7	7.4	7.2	7.4	7.5
	9	9.0	8.8	8.7	8.7
LANGUAGE TOTAL (ITBS)	3	4.3	4.4	4.5	4.5
	5	5.8	6.0	6.0	6.1
	7	7.2	7.3	7.6	7.7
	9	8.7	8.4	8.6	8.6
MATHEMATICAL TOTAL (ITBS)	3	3.8	3.9	3.9	4.0
	5	5.8	5.8	5.8	5.9
	7	7.6	7.5	7.6	7.7
	9	9.3	8.9	9.0	8.9

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1,470	100	16	106	16.1	4.0	1.1
	5	1,458	100	14	107	14.3	5.7	1.4
	7	1,642	98	7	106	14.5	7.5	1.7
	9	1,675	87	4	106	15.4	8.7	1.9
(2) READING COMPREHENSION	3	1,470	100	16	106	16.1	4.1	1.2
	5	1,458	100	14	107	14.3	5.8	1.4
	7	1,642	98	7	106	14.5	7.5	1.6
	9	1,675	87	4	106	15.4	8.7	1.8
(3) SPELLING	3	1,470	100	16	106	16.1	4.7	1.3
	5	1,458	100	14	107	14.3	6.3	1.7
	7	1,642	98	7	106	14.5	7.7	2.0
	9	1,675	87	4	106	15.4	8.7	2.2
(4) CAPITALIZATION	3	1,470	100	16	106	16.1	4.6	1.3
	5	1,458	100	14	107	14.3	6.3	1.6
	7	1,642	98	7	106	14.5	7.9	2.0
	9	1,675	87	4	106	15.4	8.8	2.3
(5) PUNCTUATION	3	1,470	100	16	106	16.1	4.6	1.4
	5	1,458	100	14	107	14.3	6.1	1.6
	7	1,642	98	7	106	14.5	7.6	2.0
	9	1,675	87	4	106	15.4	8.5	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1,470	100	16	106	16.1	4.2	1.4
	5	1,458	100	14	107	14.3	5.9	1.7
	7	1,642	98	7	106	14.5	7.4	2.0
	9	1,675	87	4	106	15.4	8.3	2.3
(7) LANGUAGE TOTAL	3	1,470	100	16	106	16.1	4.5	1.2
	5	1,458	100	14	107	14.3	6.1	1.4
	7	1,642	98	7	106	14.5	7.7	1.8
	9	1,675	87	4	106	15.4	8.6	2.0
(8) MATHEMATICAL CONCEPTS	3	1,470	100	16	106	16.1	4.0	0.9
	5	1,458	100	14	107	14.3	6.0	1.4
	7	1,642	98	7	106	14.5	8.0	1.6
	9	1,675	87	4	106	15.4	9.0	1.8
(9) MATHEMATICAL PROBLEMS	3	1,470	100	16	106	16.1	3.9	1.0
	5	1,458	100	14	107	14.3	5.7	1.3
	7	1,642	98	7	106	14.5	7.5	1.5
	9	1,675	87	4	106	15.4	8.8	1.8
(10) MATHEMATICAL TOTAL	3	1,470	100	16	106	16.1	4.0	0.9
	5	1,458	100	14	107	14.3	5.9	1.3
	7	1,642	98	7	106	14.5	7.7	1.5
	9	1,675	87	4	106	15.4	8.9	1.7

CARROLL COUNTY (CARROLLTOWNE ELEMENTARY - WINFIELD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CARROLLTOWNE ELEMENTARY	PK-5	651	19.7	94.8	32.0	1.0	6.1	24.8	15.1
CHARLES CARROLL	K-5	339	21.5	95.7	14.8	1.0	7.1	23.0	20.9
ELDERSBURG	K-5	616	22.0	96.1	26.0	2.0	7.5	16.7	14.3
ELMER A WOLFE	PK-4	453	22.7	96.2	19.0	1.0	12.3	34.0	10.0
FREEDOM DISTRICT	K-5	529	22.9	96.3	22.1	1.0	9.8	7.0	8.7
HAMPSTEAD	K-4	578	23.3	95.5	22.8	2.0	7.1	10.7	12.1
MANCHESTER	K-4	725	22.7	95.6	31.0	1.0	11.3	14.3	12.5
MECHANICSVILLE	K-5	554	25.2	95.3	21.0	1.0	8.7	27.0	27.3
MOUNT AIRY ELEMENTARY	K-5	622	22.2	95.9	27.0	1.0	8.0	6.0	7.1
ROBERT MOTON	PK-5	756	19.9	96.2	36.0	2.0	6.0	20.5	13.1
SANDYMOUNT	K-5	440	23.8	97.0	17.5	1.0	11.8	23.0	10.8
TANEYTOWN	K-3	405	23.8	95.5	16.0	1.0	9.1	32.0	11.8
UNIONTOWN	K-4	128	28.4	96.7	4.5		11.8		
WESTMINSTER ELEMENTARY	K-5	504	24.0	96.3	20.0	1.0	8.6	12.0	7.1
WILLIAM WINCHESTER	K-5	609	24.2	94.5	23.2	2.0	11.3	26.5	15.9
WINFIELD	K-5	341	25.8	94.7	13.2		8.9		7.6

CARROLL COUNTY (CARROLLTOWNE ELEMENTARY - WINFIELD)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CARROLLTOWNE ELEM	3	108	4.1	4.2	4.5	3.9
	5	107	5.8	6.0	6.1	5.7
CHARLES CARROLL	3	105	3.7	3.8	3.9	3.8
	5	104	5.7	5.7	5.8	5.9
ELDERSBURG	3	112	4.2	4.4	5.0	4.2
	5	108	5.6	5.7	5.9	5.9
ELMER A WOLFE	3	104	3.9	3.9	4.3	4.0
FREEDOM DISTRICT	3	105	4.2	4.2	4.5	4.0
	5	114	6.3	6.3	6.6	6.3
HAMPSTEAD	3	101	3.9	4.1	4.4	3.8
MANCHESTER	3	105	4.1	4.1	4.6	3.9
MECHANICSVILLE	3	107	4.0	4.2	4.4	4.0
	5	106	5.9	5.8	5.8	5.7
MOUNT AIRY ELEMENTARY	3	107	4.2	4.2	4.6	4.2
	5	105	5.7	5.7	6.3	5.6
ROBERT MOTON	3	108	3.9	4.1	4.4	4.0
	5	106	5.7	5.9	6.3	6.1
SANDYMOUNT	3	107	4.1	4.5	5.0	4.3
	5	111	6.2	6.3	6.6	6.2
TANEYTOWN	3	106	3.6	3.9	4.3	3.6
UNIONTOWN	3	108	4.2	4.2	4.8	4.0
WESTMINSTER ELEM SCHOOL	3	109	4.1	4.2	4.5	4.0
	5	111	6.1	6.2	6.3	6.0
WILLIAM WINCHESTER	3	106	4.1	4.2	4.5	3.8
	5	109	5.5	5.6	5.8	5.7
WINFIELD	3	106	3.8	3.8	4.2	3.7
	5	107	5.8	5.7	6.1	5.8

CARROLL COUNTY (MOUNT AIRY MIDDLE - WESTMINSTER HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
MOUNT AIRY MIDDLE	6-8	455	16.3	95.9	26.0	2.0	8.3	18.3	28.6
NEW WINDSOR	5-8	498	19.5	97.3	24.5	1.0	9.6	19.0	9.8
NORTH CARROLL	5-8	1,064	20.3	96.4	49.5	3.0	9.8	19.0	20.9
NORTHWEST MIDDLE	4-8	735	18.8	95.7	38.0	1.0	8.0	19.5	12.8
SYKESVILLE	6-8	950	21.3	95.6	42.5	2.0	8.1	13.5	13.5
WESTMINSTER EAST MIDDLE	6-8	745	17.7	96.1	40.0	2.0	10.0	14.5	28.6
WESTMINSTER WEST MIDDLE	6-8	1,077	20.7	95.8	50.0	2.0	12.3	21.3	17.3
FRANCIS SCOTT KEY SR HIGH	9-12	961	21.3	93.5	43.0	2.0	10.0	20.9	22.2
NORTH CARROLL HIGH	9-12	986	20.7	93.2	46.5	1.0	10.2	15.0	31.6
SOUTH CARROLL SR HIGH	9-12	1,748	21.1	92.3	79.0	4.0	8.7	20.0	26.5
WESTMINSTER HIGH	9-12	2,271	26.9	92.7	80.5	4.0	9.9	21.5	43.2

CARROLL COUNTY (MOUNT AIRY MIDDLE - WESTMINSTER HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
MOUNT AIRY MIDDLE	7	108	7.6	7.4	7.4	7.9
NEW WINDSOR	5	106	5.7	5.8	6.2	6.0
	7	105	7.3	7.4	7.3	7.8
NORTH CARROLL	5	106	5.7	5.8	6.4	5.8
	7	106	7.5	7.6	7.8	7.7
NORTHWEST MIDDLE	5	104	5.2	5.4	5.5	5.6
	7	104	7.0	7.1	7.3	7.3
SYKESVILLE	7	108	7.6	7.7	7.9	7.8
WESTMINSTER EAST MIDDLE	7	105	7.5	7.6	7.9	7.5
WESTMINSTER WEST MIDDLE	7	107	7.6	7.6	7.7	8.0
FRANCIS SCOTT KEY SR HIGH	9	104	8.3	8.4	8.4	8.7
NORTH CARROLL HIGH	9	107	8.7	8.7	8.5	8.8
SOUTH CARROLL SR HIGH	9	106	8.7	8.6	8.6	8.7
WESTMINSTER HIGH	9	107	8.9	9.0	8.7	9.1

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CECIL COUNTY

- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	98	102	102	103
	5	100	102	102	105
	7	101	101	102	103
	9	101	102	104	104
VOCABULARY (ITBS)	3	3.3	3.6	3.7	3.7
	5	5.0	5.1	5.1	5.5
	7	6.8	6.7	6.7	6.9
	9	8.4	8.6	8.5	8.5
READING COMPREHENSION (ITBS)	3	3.5	3.7	3.8	3.8
	5	5.2	5.3	5.3	5.6
	7	7.0	6.9	6.8	7.0
	9	8.4	8.6	8.6	8.5
LANGUAGE TOTAL (ITBS)	3	3.7	3.9	4.1	4.1
	5	5.3	5.3	5.3	5.8
	7	6.7	6.8	6.9	6.9
	9	8.2	8.5	8.4	8.3
MATHEMATICAL TOTAL (ITBS)	3	3.5	3.8	3.8	3.8
	5	5.6	5.6	5.6	5.9
	7	7.3	7.2	7.2	7.2
	9	8.6	8.8	8.8	8.7

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	989	93	16	103	15.0	3.7	1.0
	5	964	95	16	105	14.3	5.5	1.4
	7	1,167	92	6	103	15.2	6.9	1.8
	9	1,156	87	5	104	14.8	8.5	1.8
(2) READING COMPRE-HENSION	3	989	93	16	103	15.0	3.8	1.2
	5	964	95	16	105	14.3	5.6	1.4
	7	1,167	92	6	103	15.2	7.0	1.6
	9	1,156	87	5	104	14.8	8.5	1.8
(3) SPELLING	3	989	93	16	103	15.0	4.3	1.3
	5	964	95	16	105	14.3	5.7	1.8
	7	1,167	92	6	103	15.2	6.9	2.1
	9	1,156	87	5	104	14.8	8.3	2.2
(4) CAPITAL-IZATION	3	989	93	16	103	15.0	4.1	1.2
	5	964	95	16	105	14.3	6.0	1.7
	7	1,167	92	6	103	15.2	7.2	1.9
	9	1,156	87	5	104	14.8	8.7	2.2
(5) PUNCTUATION	3	989	93	16	103	15.0	4.2	1.4
	5	964	95	16	105	14.3	5.9	1.6
	7	1,167	92	6	103	15.2	6.9	2.0
	9	1,156	87	5	104	14.8	8.3	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	989	93	16	103	15.0	3.9	1.3
	5	964	95	16	105	14.3	5.5	1.7
	7	1,167	92	6	103	15.2	6.8	2.1
	9	1,156	87	5	104	14.8	8.0	2.2
(7) LANGUAGE TOTAL	3	989	93	16	103	15.0	4.1	1.1
	5	964	95	16	105	14.3	5.8	1.5
	7	1,167	92	6	103	15.2	6.9	1.7
	9	1,156	87	5	104	14.8	8.3	1.9
(8) MATHEMATICAL CONCEPTS	3	989	93	16	103	15.0	3.9	1.0
	5	964	95	16	105	14.3	6.1	1.4
	7	1,167	92	6	103	15.2	7.3	1.6
	9	1,156	87	5	104	14.8	8.8	1.9
(9) MATHEMATICAL PROBLEMS	3	989	93	16	103	15.0	3.8	1.0
	5	964	95	16	105	14.3	5.7	1.4
	7	1,167	92	6	103	15.2	7.1	1.6
	9	1,156	87	5	104	14.8	8.6	1.8
(10) MATHEMATICAL TOTAL	3	989	93	16	103	15.0	3.8	0.9
	5	964	95	16	105	14.3	5.9	1.3
	7	1,167	92	6	103	15.2	7.2	1.5
	9	1,156	87	5	104	14.8	8.7	1.7

CECIL COUNTY (BAINBRIDGE - THOMAS ESTATES ELEMENTARY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
BAINBRIDGE	K-6	377	25.1	96.4	14.0	1.0	8.9	11.0	33.3
BAY VIEW	K-5	554	24.1	94.8	22.0	1.0	7.3	15.0	17.4
CALVERT	K-6	276	23.0	96.6	11.0	1.0	9.9	15.5	8.3
CECIL MANOR	K-5	394	23.2	96.3	16.0	1.0	8.1	21.9	5.9
CECILTON	K-6	349	23.3	96.6	14.0	1.0	12.1	12.0	26.7
CHARLESTOWN	K-5	171	22.8	95.2	6.5	1.0	5.0	17.0	6.7
CHESAPEAKE CITY	K-6	454	25.9	95.4	16.5	1.0	6.4	11.0	20.0
CONOWINGO	K-6	398	26.5	95.9	14.0	1.0	15.7	9.0	20.0
GILPIN MANOR	K-5	321	18.9	94.2	16.0	1.0	8.6	16.0	23.5
HOLLY HALL	K-5	397	24.8	94.2	15.0	1.0	9.7	28.0	12.5
KENMORE	K-5	240	24.0	95.6	9.0	1.0	6.8	12.0	30.0
LEEDS	K-5	317	24.4	95.7	12.0	1.0	6.2	11.0	23.1
NORTH EAST	K-5	612	24.5	95.6	24.0	1.0	8.4	8.0	16.0
PERRYVILLE	K-6	513	20.1	96.5	24.5	1.0	9.5	11.0	23.5
RISING SUN	K-6	542	23.6	96.3	22.0	1.0	10.0	25.0	13.0
THOMAS ESTATES ELEMENTARY	K-5	466	24.5	95.6	18.0	1.0	6.2	11.5	15.8

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BAINBRIDGE	3	100	3.5	3.5	3.9	3.8
	5	100	4.9	5.3	5.1	5.4
BAY VIEW	3	101	3.7	3.8	4.0	3.8
	5	105	5.6	5.7	5.6	5.9
CALVERT	3	106	3.9	4.2	4.4	4.2
	5	108	5.9	6.0	6.3	6.3
CECIL MANOR	3	109	4.2	4.2	4.8	4.2
	5	112	6.1	6.2	6.8	6.6
CECILTON	3	104	3.8	4.0	4.3	4.1
	5	107	5.6	5.7	6.0	6.0
CHARLESTOWN	3	92	3.4	3.1	3.7	3.4
	5	109	5.7	6.0	6.2	5.9
CHESAPEAKE CITY	3	106	3.8	4.0	4.6	3.9
	5	106	5.3	5.5	5.9	5.7
CONOWINGO	3	99	3.7	3.8	4.2	3.8
	5	105	5.4	5.6	6.0	6.2
GILPIN MANOR	3	95	3.5	3.2	3.5	3.5
	5	109	5.4	5.4	5.8	5.9
HOLLY HALL	3	106	3.6	3.5	4.0	3.9
	5	104	5.3	5.3	5.5	5.8
KENMORE	3	102	3.6	3.7	4.0	3.7
	5	102	5.7	5.6	5.5	5.8
LEEDS	3	106	3.7	3.7	3.9	3.7
	5	103	5.1	5.1	5.3	5.4
NORTH EAST	3	101	3.7	3.8	4.0	3.8
	5	104	5.3	5.5	5.6	5.7
PERRYVILLE	3	103	3.8	3.9	4.1	4.0
	5	107	5.5	5.5	5.7	6.2
RISING SUN	3	106	4.0	4.3	4.5	4.0
	5	107	6.0	6.0	6.3	6.5
THOMAS ESTATES ELEM	3	101	3.6	3.9	3.8	3.6
	5	103	5.4	5.4	5.4	5.6

CECIL COUNTY (CHERRY HILL MIDDLE - RISING SUN JR. SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CHERRY HILL MIDDLE	6-8	576	21.3	94.9	25.0	2.0	9.5	18.9	33.3
ELKTON MIDDLE	6-8	583	20.1	92.3	27.0	2.0	9.1	12.0	31.0
NORTH EAST MIDDLE	6-8	777	22.2	94.9	33.0	2.0	7.8	12.3	34.3
BOHEMIA MANOR JR SR HIGH	7-12	834	22.5	92.5	35.0	2.0	6.3	12.0	10.8
ELKTON SR HIGH	9-12	1,300	21.3	89.5	58.0	3.0	9.1	12.0	31.1
NORTH EAST SR	9-12	902	23.1	88.8	37.0	2.0	9.4	15.5	28.2
PERRYVILLE JR SR HIGH	7-12	773	20.9	91.3	35.0	2.0	7.8	17.0	21.6
RISING SUN JR SR HIGH	7-12	1,184	22.8	92.5	49.0	3.0	10.7	17,7	26.9

CECIL COUNTY (CHERRY HILL MIDDLE - RISING SUN JR. SR. HIGH)

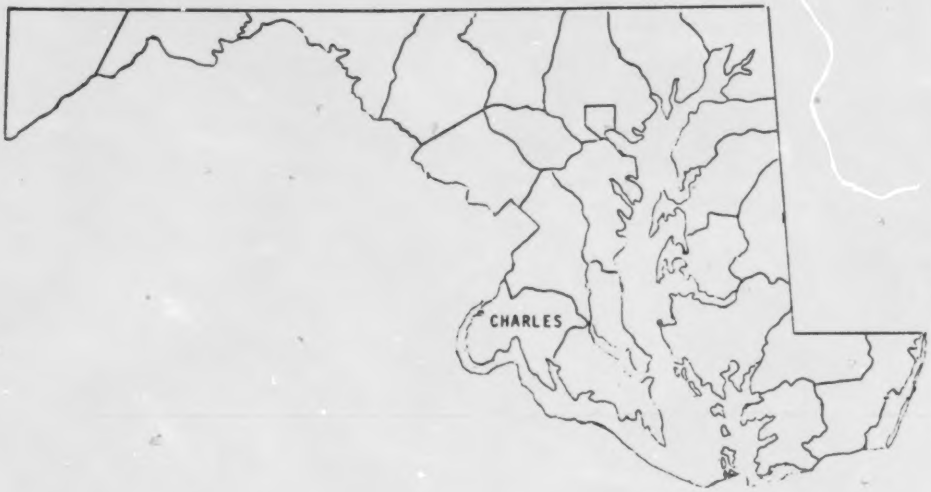
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CHERRY HILL MIDDLE	7	107	7.3	7.5	7.5	7.6
ELKTON MIDDLE	7	100	6.4	6.5	6.4	6.9
NORTH EAST MIDDLE	7	104	7.1	7.1	7.1	7.2
BOHEMIA MANOR JR SR HIGH	7	102	6.8	6.8	6.7	7.1
	9	102	8.4	8.4	7.8	8.5
ELKTON SR HIGH	9	105	8.6	8.6	8.4	8.7
NORTH EAST SR	9	105	8.5	8.4	8.1	8.6
PERRYVILLE JR SR HIGH	7	101	6.7	6.9	6.8	7.2
	9	103	8.1	8.2	8.0	8.4
RISING SUN JR SR HIGH	7	102	7.1	7.0	7.0	7.3
	9	106	8.8	8.7	9.0	9.2

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CHARLES COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	97	97	98	100
	5	98	99	102	103
	7	97	97	100	103
	9	98	98	100	101
VOCABULARY (ITBS)	3	3.2	3.3	3.4	3.4
	5	4.9	4.9	5.0	5.1
	7	6.4	6.3	6.3	6.5
	9	7.8	7.8	7.7	7.8
READING COMPREHENSION (ITBS)	3	3.3	3.4	3.6	3.5
	5	5.0	5.0	5.1	5.2
	7	6.6	6.6	6.6	6.8
	9	7.9	8.0	8.0	8.0
LANGUAGE TOTAL (ITBS)	3	3.7	3.7	4.0	4.1
	5	5.2	5.3	5.5	5.7
	7	6.6	6.5	6.6	6.7
	9	7.8	8.0	7.9	7.9
MATHEMATICAL TOTAL (ITBS)	3	3.5	3.5	3.6	3.6
	5	5.2	5.2	5.4	5.4
	7	6.7	6.7	6.7	6.8
	9	8.0	8.0	8.0	8.0

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1,183	98	16	100	15.5	3.4	1.1
	5	1,302	98	16	103	16.0	5.1	1.6
	7	1,466	97	6	103	15.5	6.5	1.8
	9	1,608	89	4	101	15.8	7.8	2.1
(2) READING COMPRE-HENSION	3	1,183	98	16	100	15.5	3.5	1.1
	5	1,302	98	16	103	16.0	5.2	1.5
	7	1,466	97	6	103	15.5	6.8	1.6
	9	1,608	89	4	101	15.8	8.0	1.9
(3) SPELLING	3	1,183	98	16	100	15.5	4.1	1.3
	5	1,302	99	16	103	16.0	5.4	1.9
	7	1,466	97	6	103	15.5	6.5	2.1
	9	1,608	90	4	101	15.8	7.9	2.4
(4) CAPITAL-IZATION	3	1,183	98	16	100	15.5	4.1	1.2
	5	1,302	99	16	103	16.0	6.0	1.7
	7	1,466	97	6	103	15.5	6.9	2.0
	9	1,608	90	4	101	15.8	8.0	2.4
(5) PUNCTUATION	3	1,183	98	16	100	15.5	4.2	1.4
	5	1,302	99	16	103	16.0	5.8	1.6
	7	1,466	97	6	103	15.5	6.6	2.0
	9	1,608	90	4	101	15.8	7.8	2.3

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1,183	98	16	100	15.5	3.8	1.3
	5	1,302	98	16	103	16.0	5.5	1.8
	7	1,466	97	6	103	15.5	6.7	2.1
	9	1,608	90	4	101	15.8	7.7	2.3
(7) LANGUAGE TOTAL	3	1,183	98	16	100	15.5	4.1	1.1
	5	1,302	99	16	103	16.0	5.7	1.6
	7	1,466	97	6	103	15.5	6.7	1.8
	9	1,608	90	4	101	15.8	7.9	2.1
(8) MATHEMATICAL CONCEPTS	3	1,183	98	16	100	15.5	3.6	0.9
	5	1,302	98	16	103	16.0	5.4	1.4
	7	1,466	97	6	103	15.5	6.8	1.5
	9	1,608	90	4	101	15.8	8.1	1.8
(9) MATHEMATICAL PROBLEMS	3	1,183	98	16	100	15.5	3.5	1.0
	5	1,302	98	16	103	16.0	5.3	1.3
	7	1,466	97	6	103	15.5	6.7	1.6
	9	1,608	90	4	101	15.8	7.9	1.8
(10) MATHEMATICAL TOTAL	3	1,183	98	16	100	15.5	3.6	0.9
	5	1,302	98	16	103	16.0	5.4	1.3
	7	1,466	97	6	103	15.5	6.8	1.4
	9	1,608	90	4	101	15.8	8.0	1.7

CHARLES COUNTY (ARTHUR MIDDLETON - WAYSIDE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ARTHUR MIDDLETON	K-5	575	18.5	97.1	30.0	1.0	8.4	14.0	16.1
DR GUSTAVUS BROWN	K-5	795	19.4	95.7	40.0	1.0	5.2	18.0	34.1
DR SAMUAL A MUDD	K-5	500	18.2	97.2	26.5	1.0	7.9	21.0	30.9
GALE-BAILEY	K-5	468	21.3	96.4	21.0	1.0	9.7	14.0	36.4
GLASVA	PK-5	233	19.4	95.1	11.0	1.0	13.2	22.0	33.3
INDIAN HEAD	K-5	585	19.2	95.3	28.5	2.0	12.1	28.0	13.1
J P RYON	K-5	582	20.4	94.6	27.5	1.0	8.4	25.0	33.3
JAMES CRAIK	K-5	543	20.9	96.7	25.0	1.0	7.1	10.0	23.1
MALCOLM	PK-5	491	19.6	96.4	24.0	1.0	7.7	16.0	16.0
MOUNT HOPE ELEMENTARY	PK-5	227	17.5	96.8	12.0	1.0	7.9	21.0	7.7
NANJEMOY	PK-5	193	16.1	96.2	11.0	1.0	5.3	40.0	25.0
PARKS J C ELEMENTARY	K-5	598	20.6	96.1	28.0	1.0	10.2	37.0	31.0
PORT TOBACCO	K-5	286	18.3	95.7	14.6	1.0	6.2	10.0	25.5
T C MARTIN	K-5	545	16.7	96.6	31.7	1.0	11.4	12.0	31.8
WALTER J MITCHELL	K-5	885	27.7	95.8	31.0	1.0	10.5	23.0	15.6
WAYSIDE	K-5	294	15.8	94.8	17.6	1.0	9.0	8.5	21.5

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ARTHUR MIDDLETON	3	104	3.4	3.6	4.2	3.7
	5	106	5.0	5.1	5.7	5.4
DR GUSTAVUS BROWN	3	97	3.5	3.4	4.0	3.5
	5	104	5.0	5.3	5.6	5.5
DR SAMUEL A MUDD	3	103	3.8	3.8	4.4	3.6
	5	106	5.8	5.7	6.1	5.6
GALE-BAILEY	3	98	3.3	3.4	3.8	3.3
	5	101	4.6	4.8	5.3	5.2
GLASVA	3	94	3.1	3.3	3.8	3.3
	5	96	4.5	4.6	5.1	4.4
INDIAN HEAD	3	98	3.5	3.8	4.0	3.4
	5	103	5.2	5.5	5.9	5.7
J P RYON	3	103	3.7	3.8	4.4	3.6
	5	105	5.5	5.5	6.7	5.5
JAMES CRAIK	3	103	3.6	3.8	4.5	3.9
	5	108	5.5	5.7	6.0	5.6
MALCOLM	3	100	3.0	3.3	3.7	3.4
	5	106	5.2	5.2	5.6	5.5
MOUNT HOPE ELEM	3	96	2.6-	2.8	3.6	3.6
	5	97	4.4	4.5	4.7	4.7
NANJEMOY	3	94	2.9	2.9	3.6	3.3
	5	92	4.1	4.2	4.2	4.4
PARKS J C ELEM	3	103	3.4	3.6	4.1	3.7
	5	102	5.2	5.1	5.7	5.2
PORT TOBACCO	3	101	3.6	3.4	4.1	4.0
	5	105	5.3	5.5	6.2	5.8
T C MARTIN	3	101	3.5	3.5	4.1	3.6
	5	98	4.5	4.7	5.2	4.9
WALTER J MITCHELL	3	100	3.4	3.6	3.9	3.7
	5	104	5.3	5.6	5.9	5.7
WAYSIDE	3	91	3.0	2.9	3.5	3.2
	5	99	4.0-	4.0-	4.4-	4.4-

CHARLES COUNTY (BEL ALTON MIDDLE - THOMAS STONE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
BEL ALTON MIDDLE	6-8	493	17.6	92.3	26.0	2.0	6.0	18.5	28.6
GENERAL SMALLWOOD	6-8	662	18.4	93.8	34.0	2.0	8.1	18.5	30.5
JOHN HANSON MIDDLE	6-8	1,446	20.1	94.7	69.0	3.0	7.3	19.0	29.2
MATTHEW HENSON	6-8	685	18.5	94.2	35.0	2.0	10.0	23.5	18.9
MILTON M SOMERS MIDDLE	6-8	719	17.5	95.2	39.0	2.0	10.8	24.0	29.3
LA PLATA SR HIGH	9-12	1,408	21.0	91.3	63.0	4.0	8.3	13.5	31.3
LACKEY SENIOR	9-12	1,570	21.2	90.8	70.0	4.0	8.6	13.5	33.8
MCDONOUGH JR HIGH SCHOOL	7-9	742	19.5	93.2	36.0	2.0	5.8	18.5	39.5
THOMAS STONE	9-12	1,769	20.6	89.6	82.0	4.0	8.4	15.0	34.9

CHARLES COUNTY (BEL ALTON MIDDLE - THOMAS STONE)

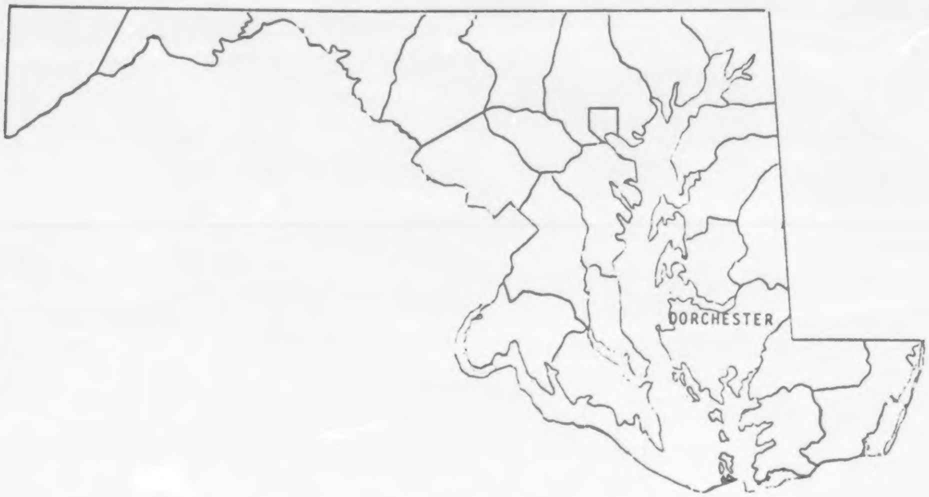
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BEL ALTON MIDDLE	7	98	5.7	6.2	6.2	6.7
GENERAL SMALLWOOD	7	101	6.1	6.6	6.3	6.6
JOHN HANSON MIDDLE	7	102	6.6	6.9	6.8	6.8
MATTHEW HENSON	7	103	6.7	6.8	6.9	6.8
MILTON M SOMERS MIDDLE	7	108	6.9	7.1	7.2	7.1
LA PLATA SR HIGH	9	100	7.6	7.7	7.6	7.9
LACKEY SENIOR	9	99	7.8	7.8	7.9	7.9
MCDONOUGH HIGH SCHOOL	7	105	6.6	6.9	6.9	7.0
	9	104	8.0	8.3	8.1	8.4
THOMAS STONE	9	103	7.9	8.1	7.9	8.0

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

DORCHESTER COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	92	92	94	94
	5	92	94	95	95
	7	94	97	97	97
	9	95	97	98	100
VOCABULARY (ITBS)	3	3.0	3.3	3.6	3.6
	5	4.6	5.0	5.2	5.2
	7	6.0	6.2	6.1	6.9
	9	7.5	7.5	7.5	7.7
READING COMPREHENSION (ITBS)	3	3.1	3.5	3.5	3.6
	5	4.8	4.9	5.0	5.3
	7	6.3	6.3	6.3	6.5
	9	7.8	7.7	7.7	7.9
LANGUAGE TOTAL (ITBS)	3	3.8	4.1	4.2	4.5
	5	5.0	5.5	5.6	6.0
	7	6.4	6.5	6.7	7.2
	9	7.8	7.5	7.7	8.2
MATHEMATICAL TOTAL (ITBS)	3	3.2	3.4	3.6	3.7
	5	4.8	5.1	5.4	5.5
	7	6.5	6.5	6.4	7.1
	9	7.9	7.8	7.9	8.0

DORCHESTER COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND [illegible] GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	434	96	7	94	14.8	3.6	1.2
	5	448	96	7	95	15.5	5.2	1.7
	7	550	88	4	97	16.4	6.9	1.9
	9	512	82	2	100	15.1	7.7	2.0
(2) READING COMPRE-HENSION	3	434	96	7	94	14.8	3.6	1.3
	5	448	96	7	95	15.5	5.3	1.5
	7	550	88	4	97	16.4	6.5	1.6
	9	512	82	2	100	15.1	7.9	1.9
(3) SPELLING	3	434	96	7	94	14.8	4.5	1.3
	5	448	96	7	95	15.5	5.9	1.9
	7	550	88	4	97	16.4	7.1	2.1
	9	512	82	2	100	15.1	8.0	2.3
(4) CAPITAL-IZATION	3	434	96	7	94	14.8	4.6	1.3
	5	448	96	7	95	15.5	6.4	1.7
	7	550	88	4	97	16.4	7.7	2.1
	9	512	82	2	100	15.1	8.6	2.2
(5) PUNCTUATION	3	434	96	7	94	14.8	4.8	1.4
	5	448	96	7	95	15.5	6.1	1.7
	7	550	88	4	97	16.4	7.2	1.9
	9	512	82	2	100	15.1	8.2	2.1

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	434	96	7	94	14.8	3.9	1.3
	5	448	96	7	95	15.5	5.5	1.8
	7	550	88	4	97	16.4	6.7	2.0
	9	512	82	2	100	15.1	7.7	2.3
(7) LANGUAGE TOTAL	3	434	96	7	94	14.8	4.5	1.2
	5	448	96	7	95	15.5	6.0	1.6
	7	550	88	4	97	16.4	7.2	1.7
	9	512	82	2	100	15.1	8.2	2.0
(8) MATHEMATICAL CONCEPTS	3	434	96	7	94	14.8	3.8	1.0
	5	448	96	7	95	15.5	5.6	1.5
	7	550	88	4	97	16.4	7.4	1.8
	9	512	82	2	100	15.1	8.1	1.8
(9) MATHEMATICAL PROBLEMS	3	434	96	7	94	14.8	3.7	1.1
	5	448	96	7	95	15.5	5.4	1.3
	7	550	88	4	97	16.4	6.8	1.6
	9	512	82	2	100	15.1	7.9	1.9
(10) MATHEMATICAL TOTAL	3	434	96	7	94	14.8	3.7	1.0
	5	448	96	7	95	15.5	5.5	1.3
	7	550	88	4	97	16.4	7.1	1.6
	9	512	82	2	100	15.1	8.0	1.7

DORCHESTER COUNTY (HURLOCK PRIMARY - NORTH DORCHESTER SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
HURLOCK PRIMARY	K-3	326	18.3	95.5	16.8	1.0	10.0	15.0	16.9
HURLOCK INTERMEDIATE	4-5	168	16.1	95.5	9.4	1.0	7.8	24.0	9.6
MAPLE ELEMENTARY	K-5	530	17.9	97.1	27.6	2.0	13.5	20.4	22.6
SANDY HILL	K-5	525	16.6	97.2	29.6	2.0	12.5	14.5	31.6
ST CLAIR	K-5	444	16.9	95.6	24.8	1.5	13.5	51.0	20.1
VIENNA	K-5	152	17.7	97.2	7.6	1.0	10.3	38.0	25.6
WARWICK ELEMENTARY	K-5	285	17.2	95.9	15.6	1.0	8.9	9.5	31.3
SOUTH DORCHESTER	K-8	236	17.5	96.1	12.5	1.0	14.1	54.0	7.4
CAMBRIDGE MIDDLE	6-8	452	18.1	95.3	23.5	1.5	11.2	44.7	34.0
MACES LANE MIDDLE	6-8	437	17.1	95.0	24.0	1.5	15.8	20.0	37.3
NORTH DORCHESTER MIDDLE	6-8	571	16.8	93.0	32.0	2.0	8.4	17.0	27.9
CAMBRIDGE S DORCHESTER	9-12	1,194	19.6	92.9	57.0	4.0	13.6	22.5	36.1
NORTH DORCHESTER SR HIGH	9-12	689	18.4	90.7	35.5	2.0	9.7	27.0	21.3

DORCHESTER COUNTY (HURLOCK PRIMARY - NORTH DORCHESTER SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

DORCHESTER COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
HURLOCK PRIMARY	NO TEST RESULTS AVAILABLE					
HURLOCK	3	96	3.3	3.4	4.3	3.5
	5	95	4.9	5.0	5.7	5.0
MAPLE ELEMENTARY	3	93	3.2	3.1	4.0	3.5
	5	98	6.2+	6.1+	6.6+	6.2+
SANDY HILL	3	96	3.6	3.7	4.6+	3.9
	5	97	4.8	5.1	6.1+	5.7
ST CLAIR	3	90	4.1+	3.5	4.4+	3.6
	5	95	5.1	5.1	5.8	5.5
IENNA	3	93	3.9	3.5	4.6+	3.6
	5	90	4.5	4.8	5.6+	4.9
ARWICK ELEM	3	98	4.2	3.9	4.8+	4.2+
	5	88	4.5	4.8	5.0	4.9
OUTH DORCHESTER	3	92	4.6+	5.8+	5.8+	4.6+
	5	92	6.0+	5.8+	6.3+	5.4+
	7	96	7.1+	7.0+	7.6+	9.0+
AMBRIDGE MIDDLE	7	95	6.2	6.5	7.0	6.7
ACES LANE MIDDLE	7	97	6.5	6.5	7.1	6.8
ORTH DORCHESTER MIDDLE	7	97	7.8+	6.5	7.4+	7.6+
AMBRIDGE S. DORCHESTER	9	101	7.9	7.9	8.1	8.2
ORTH DORCHESTER SR HIGH	9	98	7.5	7.8	8.2	7.8

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

FREDERICK COUNTY

- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	100	103	103	104
	5	101	102	104	104
	7	100	101	104	103
	9	100	102	106	105
VOCABULARY (ITBS)	3	3.3	3.6	3.7	3.7
	5	5.0	5.3	5.5	5.4
	7	6.8	7.2	7.4	7.0
	9	8.1	8.5	8.8	8.5
READING COMPREHENSION (ITBS)	3	3.5	3.7	3.8	3.8
	5	5.1	5.4	5.5	5.5
	7	6.9	7.0	7.1	7.2
	9	8.4	8.7	9.1	8.8
LANGUAGE TOTAL (ITBS)	3	3.7	4.3	4.4	4.4
	5	5.2	5.8	5.9	5.9
	7	6.8	7.2	7.4	7.2
	9	7.9	8.4	8.6	8.5
MATHEMATICAL TOTAL (ITBS)	3	3.4	3.8	3.9	3.9
	5	5.4	5.8	5.8	5.8
	7	7.1	7.4	7.5	7.2
	9	8.4	8.7	8.9	8.8

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1,664	100	24	104	16.3	3.7	1.2
	5	1,717	98	23	104	15.8	5.4	1.5
	7	1,908	95	8	103	15.7	7.0	1.9
	9	1,981	10	7	105	15.3	8.5	1.9
(2) READING COMPRE-HENSION	3	1,664	100	24	104	16.3	3.8	1.3
	5	1,717	98	23	104	15.8	5.5	1.5
	7	1,908	95	8	103	15.7	7.2	1.7
	9	1,981	10	7	105	15.3	8.8	1.7
(3) SPELLING	3	1,664	100	24	104	16.3	4.3	1.4
	5	1,717	98	23	104	15.8	5.7	1.3
	7	1,908	95	8	103	15.7	7.2	2.1
	9	1,981	10	7	105	15.3	8.4	2.3
(4) CAPITAL-IZATION	3	1,664	100	24	104	16.3	4.4	1.3
	5	1,717	98	23	104	15.8	6.2	1.7
	7	1,908	95	8	103	15.7	7.5	2.1
	9	1,981	10	7	105	15.3	8.6	2.2
(5) PUNCTUATION	3	1,664	100	24	104	16.3	4.7	1.5
	5	1,717	98	23	104	15.8	6.1	1.7
	7	1,908	95	8	103	15.7	7.2	2.0
	9	1,981	10	7	105	15.3	8.5	2.3

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1,664	100	24	104	16.3	4.1	1.4
	5	1,717	98	23	104	15.8	5.6	1.8
	7	1,908	95	8	103	15.7	7.1	2.1
	9	1,981	10	7	105	15.3	8.5	2.2
(7) LANGUAGE TOTAL	3	1,664	100	24	104	16.3	4.4	1.3
	5	1,717	98	23	104	15.8	5.9	1.6
	7	1,908	95	8	103	15.7	7.2	1.9
	9	1,981	10	7	105	15.3	8.5	2.0
(8) MATHEMATICAL CONCEPTS	3	1,664	100	24	104	16.3	3.9	1.1
	5	1,717	98	23	104	15.8	6.0	1.5
	7	1,908	95	8	103	15.7	7.3	1.7
	9	1,981	10	7	105	15.3	9.0	1.8
(9) MATHEMATICAL PROBLEMS	3	1,664	100	24	104	16.3	3.8	1.1
	5	1,717	98	23	104	15.8	5.6	1.3
	7	1,908	95	8	103	15.7	7.2	1.7
	9	1,981	10	7	105	15.3	8.7	2.1
(10) MATHEMATICAL TOTAL	3	1,664	100	24	104	16.3	3.9	1.0
	5	1,717	98	23	104	15.8	5.8	1.3
	7	1,908	95	8	103	15.7	7.2	1.6
	9	1,981	10	7	105	15.3	8.8	1.9

FREDERICK COUNTY (EMMITSBURG - SOUTH FREDERICK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
EMMITSBURG	K-8	454	19.3	95.3	21.5	2.0	6.9	14.0	13.6
BRUNSWICK	K-6	643	21.9	95.5	28.3	1.0	8.8	7.0	9.5
CARROLL MANOR	K-6	313	19.2	97.7	15.3	1.0	10.6	6.5	13.5
EAST FREDERICK	K-6	496	19.6	94.9	24.3	1.0	9.7	7.0	34.4
ELM STREET	K-6	336	17.8	95.7	17.9	1.0	15.1	37.0	34.9
GREEN VALLEY	K-6	759	21.4	95.1	33.5	2.0	7.4	9.0	21.1
LEWISTOWN	K-6	416	21.5	94.5	18.3	1.0	10.9	27.5	19.7
LIBERTY	K-6	522	22.0	95.6	22.7	1.0	9.0	25.5	8.4
MIDDLETOWN	K-6	688	23.1	96.5	27.8	2.0	9.1	12.3	38.6
MYERSVILLE	K-6	292	21.0	96.3	12.9	1.0	16.4	22.5	18.0
NEW MARKET	K-6	553	19.3	96.3	26.6	2.0	9.9	12.3	29.4
NEW MIDWAY	K-6	180	18.2	95.1	8.9	1.0	12.5	14.0	31.3
NORTH FREDERICK	K-6	553	20.5	96.2	24.9	2.0	13.9	27.5	22.3
PARKWAY	K-6	282	17.3	95.5	15.3	1.0	11.2	14.0	18.4
SABILLASVILLE	K-4	156	17.3	96.2	8.0	1.0	12.4	18.0	37.8
SOUTH FREDERICK	K-6	735	21.1	94.6	31.8	3.0	9.2	17.1	9.2

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS VOCABULARY AVERAGE GE	 READING COMPREHENSION AVERAGE GE	 LANGUAGE TOTAL AVERAGE GE	 MATHEMATICAL TOTAL AVERAGE GE
EMMITSBURG	3	100	3.4	3.5	4.2	3.8
	5	98	4.5	4.8	5.2	5.2
	7	102	6.9	7.2	8.1+	7.6
BRUNSWICK	3	104	3.5	3.5	4.3	3.7
	5	105	5.5	5.7	6.6	5.9
CARROLL MANOR	3	91	2.9	3.1	3.4	3.0
	5	98	4.9	5.0	5.4	5.3
EAST FREDERICK	3	106	3.3	3.6	4.2	3.8
	5	104	5.0	5.1	5.5	5.6
ELM STREET	3	103	3.6	3.5	4.6	3.9
	5	104	4.9	5.1	5.6	5.6
GREEN VALLEY	3	108	4.1	4.0	4.7	4.1
	5	108	6.1	5.7	5.9	6.0
LEWISTOWN	3	101	3.7	3.9	4.3	3.8
	5	104	5.6	5.6	5.9	5.7
LIBERTY	3	97	3.1	3.4	3.6	3.4
	5	99	4.9	5.1	5.4	5.4
MIDDLETOWN	3	108	4.0	4.2	4.8	4.3
	5	106	5.6	6.0	6.4	6.0
MYERSVILLE	3	109	5.2+	5.1+	5.5+	4.4
	5	107	5.8	5.6	6.2	6.0
NEW MARKET	3	101	3.5	3.8	4.2	3.6
	5	108	5.4	5.8	6.0	5.7
NEW MIDWAY	3	102	3.2	3.3	4.4	3.4
	5	102	5.6	5.7	5.7	6.0
NORTH FREDERICK	3	103	3.7	3.9	4.3	3.8
	5	103	5.3	5.4	6.1	6.0
PARKWAY	3	103	3.4	3.7	3.8	3.7
	5	99	4.8	4.8	5.2	5.5
SABILLASVILLE	3	101	3.5	3.7	4.2	3.8
SOUTH FREDERICK	3	99	3.6	3.8	4.3	3.7
	5	102	5.1	5.2	5.5	5.5

FREDERICK COUNTY (THURMONT - WEST FREDERICK JUNIOR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
THURMONT	K-4	572	21.5	94.6	24.6	2.0	14.0	29.3	28.2
URBANA	K-6	670	23.3	95.8	26.7	2.0	8.4	7.0	18.5
VALLEY	K-6	521	19.7	96.6	24.4	2.0	9.4	16.3	32.2
WALKERSVILLE	K-5	641	23.2	95.0	26.6	1.0	6.5	19.0	34.1
WAVERLY	K-6	575	19.5	96.9	28.5	1.0	7.3	21.0	17.6
WOLFSVILLE	K-5	190	18.1	96.7	9.5	1.0	15.6	51.0	16.2
WOODSBORO	K-6	252	19.1	96.9	12.2	1.0	15.1	15.0	29.5
YELLOW SPRINGS	K-6	643	22.3	96.8	26.8	2.0	10.7	16.5	27.1
MIDDLETOWN MIDDLE	6-8	682	20.9	95.2	30.7	2.0	7.4	12.0	35.5
THURMONT MIDDLE	5-8	712	21.5	95.9	32.1	1.0	10.0	18.0	39.6
WALKERSVILLE MIDDLE	6-8	424	19.5	94.6	20.7	1.0	11.3	7.0	27.2
BRUNSWICK JUNIOR SENIOR	7-12	965	20.6	90.5	44.9	2.0	14.3	26.0	29.9
CATOCTIN	9-12	1,002	20.2	89.9	47.5	2.0	11.3	21.3	36.4
GOV THOMAS JOHNSON SR JR HI	7-12	2,552	20.2	91.9	121.3	5.0	10.9	13.8	35.6
LINGANORE SR JR HIGH	7-12	1,479	20.1	92.3	70.5	3.0	11.9	17.7	27.2
MIDDLETOWN JUNIOR SENIOR	9-12	818	19.6	92.5	40.7	1.0	10.3	8.0	40.0
WALKERSVILLE HIGH	9-12	600	19.9	91.4	28.2	2.0	9.0	20.0	37.4
WEST FREDERICK JUNIOR	7-9	1,088	18.5	88.7	56.4	2.5	8.5	18.8	23.8

FREDERICK COUNTY (THURMONT - WEST FREDERICK JUNIOR)

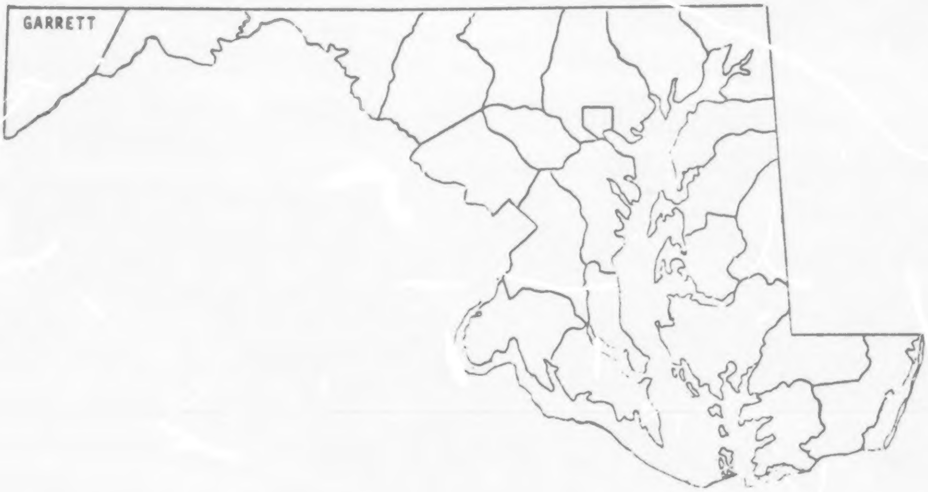
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE AAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
THURMONT	3	104	3.7	3.9	4.7	4.3
	5	100	5.3	5.4	5.6	5.7
URBANA	3	105	3.8	3.8	4.5	3.9
	5	104	5.5	5.5	5.8	5.7
VALLEY	3	106	3.8	3.9	4.2	3.8
	5	104	5.5	5.6	5.9	[illegible]
WALKERSVILLE	3	103	3.8	3.8	4.4	3.9
	5	110	5.7	5.7	6.2	6.0
WAVERLY	3	106	3.6	4.0	4.4	3.9
	5	109	5.8	5.9	6.5	6.3
WOLFSVILLE	3	103	3.5	4.0	4.3	3.6
	5	106	5.4	5.6	5.9	5.8
WOODSBORO	3	104	3.4	3.7	3.7	3.5
	5	108	5.2	5.4	5.8	5.6
YELLOW SPRINGS	3	109	4.1	4.4	4.9	4.2
	5	108	5.9	6.1	6.4	6.3
MIDDLETOWN MIDDLE	7	106	[illegible]	7.7	7.8	7.6
THURMONT MIDDLE	7	102	7.2	7.3	7.4	7.6
WALKERSVILLE MIDDLE	7	102	7.1	7.4+	7.2	7.4
BRUNSWICK JUNIOR SR	7	101	6.9	7.0	7.3	6.8
	9	102	8.3	8.5	8.1	8.6
CATOCTIN	9	102	7.9	7.9	8.0	8.2
GOV THOMAS JOHNSON SR JR	7	104	7.1	7.3	7.3	7.3
	9	108	9.1	9.4+	9.0	8.9
LINGANORE SR JR HIGH	7	104	7.1	7.1	7.0	7.1
	9	106	8.1	8.6	8.1	8.9
MIDDLETOWN JUNIOR SENIOR	9	104	8.6	9.1+	8.4	8.9
WALKERSVILLE HIGH	9	107	9.0	9.3+	9.2	9.3
WEST FREDERICK JUNIOR	7	99	6.3	6.5	6.6	6.8
	9	111	8.6	9.0	8.7	9.1

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

GARRETT COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	99	100	102	105
	5	102	101	104	105
	7	101	100	99	101
	9	104	101	102	103
VOCABULARY (ITBS)	3	3.4	3.6	3.6	3.7
	5	5.1	5.0	5.2	5.2
	7	6.7	6.7	6.5	6.7
	9	8.6	8.3	8.2	8.2
READING COMPREHENSION (ITBS)	3	3.6	3.7	3.8	3.9
	5	5.3	5.2	5.4	5.5
	7	6.9	6.9	6.8	6.9
	9	8.8	8.4	8.3	8.3
LANGUAGE TOTAL (ITBS)	3	3.8	3.9	3.9	4.1
	5	5.3	5.1	5.3	5.4
	7	6.8	6.7	6.5	6.5
	9	8.5	8.0	8.1	8.3
MATHEMATICAL TOTAL (ITBS)	3	3.6	3.6	3.6	3.8
	5	5.5	5.5	5.5	5.6
	7	7.3	7.2	7.0	7.0
	9	8.9	8.6	8.7	8.8

GARRETT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	452	88	13	105	14.9	3.7	1.0
	5	466	87	12	105	14.9	5.2	1.5
	7	545	87	6	101	15.4	6.7	1.7
	9	421	94	2	103	16.2	8.2	2.0
(2) READING COMPRE-HENSION	3	452	88	13	105	14.9	3.9	1.1
	5	466	87	12	105	14.9	5.5	1.4
	7	545	87	6	101	15.4	6.9	1.7
	9	421	94	2	103	16.2	8.3	1.9
(3) SPELLING	3	452	88	13	105	14.9	4.2	1.3
	5	466	87	12	105	14.9	5.5	1.7
	7	545	87	6	101	15.4	6.5	2.0
	9	421	94	2	103	16.2	7.9	2.3
(4) CAPITAL-IZATION	3	452	88	13	105	14.9	4.2	1.2
	5	466	87	12	105	14.9	5.5	1.6
	7	545	87	6	101	15.4	6.5	1.8
	9	421	94	2	103	16.2	8.7	2.4
(5) PUNCTUATION	3	452	88	13	105	14.9	4.4	1.4
	5	466	87	12	105	14.9	5.4	1.5
	7	545	87	6	101	15.4	6.5	1.9
	9	421	94	2	103	16.2	8.5	2.3

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	452	88	13	105	14.9	3.8	1.2
	5	466	87	12	105	14.9	5.1	1.7
	7	545	87	6	101	15.4	6.4	2.0
	9	421	94	2	103	16.2	7.9	2.3
(7) LANGUAGE TOTAL	3	452	88	13	105	14.9	4.1	1.1
	5	466	87	12	105	14.9	5.4	1.4
	7	545	87	6	101	15.4	6.5	1.7
	9	421	94	2	103	16.2	8.3	2.1
(8) MATHEMATICAL CONCEPTS	3	452	88	13	105	14.9	3.8	1.0
	5	466	87	12	105	14.9	5.7	1.4
	7	545	87	6	101	15.4	7.1	1.4
	9	421	94	2	103	16.2	9.0	1.9
(9) MATHEMATICAL PROBLEMS	3	452	88	13	105	14.9	3.7	1.0
	5	466	87	12	105	14.9	5.4	1.3
	7	545	87	6	101	15.4	6.9	1.4
	9	421	94	2	103	16.2	8.6	1.9
(10) MATHEMATICAL TOTAL	3	452	88	13	105	14.9	3.8	0.9
	5	466	87	12	105	14.9	5.6	1.2
	7	545	87	6	101	15.4	7.0	1.3
	9	421	94	2	103	16.2	8.8	1.8

GARRETT COUNTY (BLOOMINGTON - SOUTHERN SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BLOOMINGTON	K-6	164	14.9	97.6	10.0	1.0	10.9	7.0	18.2
ROUTE 40	K-8	216	18.0	96.7	11.0	1.0	4.5	19.0	33.3
ACCIDENT	K-6	348	19.3	95.4	17.0	1.0	6.4	18.5	27.8
BROADFORD ELEM	K-6	520	20.0	95.9	25.0	1.0	10.6	19.0	15.4
CRELLIN	K-3	71	23.7	95.1	2.0	1.0	14.0	11.0	33.3
DENNETT ROAD	K-5	567	19.1	94.7	28.6	1.0	13.4	10.9	16.9
FRIENDSVILLE	K-6	281	18.7	97.0	14.0	1.0	4.0	14.0	26.7
GRANTSVILLE	K-6	361	20.1	96.5	17.0	1.0	11.5	16.5	38.9
KITZMILLER	K-5	117	21.3	97.5	4.5	1.0	12.9	6.0	45.5
LOCH LYNN HEIGHTS	K-5	166	16.6	97.4	8.0	2.0	6.2	25.0	30.0
RED HOUSE	K-5	138	19.7	97.6	6.0	1.0	6.6	28.0	
SWAN MEADOW	1-7	53	21.2	96.9	2.0	0.5	12.0	16.0	60.0
YODER	1-7	94	23.5	97.0	3.0	1.0	25.9	28.5	25.0
SOUTHERN MIDDLE	6-8	794	19.9	95.2	38.0	2.0	9.0	9.7	27.5
NORTHERN JR SR HIGH	7-12	913	18.3	93.4	47.9	2.0	12.4	19.5	22.0
SOUTHERN SR HIGH	9-12	1,041	18.9	92.0	53.0	2.0	15.0	15.5	40.0

GARRETT COUNTY (BLOOMINGTON - SOUTHERN SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BLOOMINGTON	3	110	4.0	4.0	3.7-	3.9
	5	109	5.6	5.7	5.9	6.0
	7	104	6.9	7.1	6.3-	6.9
ROUTE 40	3	96	2.9	3.4	3.3	3.7
	5	103	5.0	5.2	5.2	5.6
	7	106	6.4-	6.5-	6.4-	6.9
ACCIDENT	3	109	4.1	4.2	4.6	4.0
	5	112	6.2	6.2	6.4	6.6
BROADFORD ELEM	3	102	3.8	4.0	4.1	3.8
	5	103	5.0	5.3	5.0	5.3
CRELLIN	3	102	3.2	3.5	3.7	3.5
DENNETT ROAD	3	107	4.0	4.2	4.6	4.1
	5	103	5.2	5.4	5.2	5.4
FRIENDSVILLE	3	103	3.3	3.3	3.7	3.3-
	5	99	4.8	4.8	4.7	4.8
GRANTSVILLE	3	110	3.8	4.1	4.2	4.0
	5	109	5.6	5.7	5.4	5.9
KITZMILLER	3	96	3.1	3.2	3.6	3.4
	5	100	4.9	4.9	5.0	5.2
LOCH LYNN HEIGHTS	3	105	3.9	3.9	4.1	3.9
	5	103	4.9	5.1	4.7-	5.4
RED HOUSE	3	102	3.3	3.4	3.5	2.9-
	5	110	5.3	5.4	5.8	5.7
SWAN MEADOW	3	121	4.7	4.3-	5.4	4.5
	5	108	5.9	6.8+	6.8	6.9+
	7	102	6.8	7.2	8.2+	8.3+
YODER	3	107	3.9	4.5	4.3	4.2
	5	102	5.4	6.0+	6.0	6.1
	7	107	8.5+	8.6+	8.7+	8.6+
SOUTHERN MIDDLE	7	102	6.6	6.9	6.4	6.9
NORTHERN JR SR HIGH	7	100	6.7	6.6	6.4	7.0
	9	105	8.3	8.6	8.5	8.8
SOUTHERN SR HIGH	9	102	8.1	8.2	8.2	8.8

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HARFORD COUNTY

- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	103	103	102	102
	5	105	103	104	104
	7	103	102	106	105
	9	105	103	105	106
VOCABULARY (ITBS)	3	3.9	3.9	3.9	4.0
	5	5.6	5.6	5.8	5.8
	7	7.4	7.4	7.5	7.4
	9	9.1	8.9	9.1	9.0
READING COMPREHENSION (ITBS)	3	3.9	3.9	4.0	4.0
	5	5.7	5.7	5.8	5.8
	7	7.4	7.5	7.5	7.4
	9	8.9	8.9	9.0	9.0
LANGUAGE TOTAL (ITBS)	3	4.1	4.1	4.2	4.2
	5	5.8	5.7	5.8	5.9
	7	7.4	7.4	7.5	7.4
	9	8.8	8.7	8.8	8.8
MATHEMATICAL TOTAL (ITBS)	3	3.7	3.8	3.7	3.8
	5	5.6	5.6	5.5	5.6
	7	7.4	7.3	7.4	7.3
	9	9.0	8.8	8.9	8.9

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	2,400	97	26	102	16.1	4.0	1.1
	5	2,585	98	26	104	15.4	5.8	1.4
	7	2,973	97	6	105	14.8	7.4	1.7
	9	2,774	83	6	106	15.9	9.0	1.8
(2) READING COMPRE-HENSION	3	2,400	97	26	102	16.1	4.0	1.2
	5	2,585	98	26	104	15.4	5.8	1.4
	7	2,973	97	6	105	14.8	7.4	1.6
	9	2,774	83	6	106	15.9	9.0	1.7
(3) SPELLING	3	2,400	97	26	102	16.1	4.5	1.3
	5	2,585	98	26	104	15.4	6.0	1.6
	7	2,973	97	6	105	14.8	7.4	2.0
	9	2,774	83	6	106	15.9	8.8	2.1
(4) CAPITAL-IZATION	3	2,400	97	26	102	16.1	4.2	1.3
	5	2,585	98	26	104	15.4	6.0	1.6
	7	2,973	97	6	105	14.8	7.6	2.0
	9	2,774	83	6	106	15.9	9.0	2.2
(5) PUNCTUATION	3	2,400	97	26	102	16.1	4.2	1.4
	5	2,585	98	26	104	15.4	5.8	1.6
	7	2,973	97	6	105	14.8	7.3	2.0
	9	2,774	83	6	106	15.9	8.7	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	2,400	97	26	102	16.1	4.0	1.3
	5	2,585	98	26	104	15.4	5.7	1.7
	7	2,973	97	6	105	14.8	7.2	2.0
	9	2,774	83	6	106	15.9	8.6	2.2
(7) LANGUAGE TOTAL	3	2,400	97	26	102	16.1	4.2	1.2
	5	2,585	98	26	104	15.4	5.9	1.4
	7	2,973	97	6	105	14.8	7.4	1.8
	9	2,774	83	6	106	15.9	8.8	1.9
(8) MATHEMATICAL CONCEPTS	3	2,400	97	26	102	16.1	3.8	0.9
	5	2,585	98	26	104	15.4	5.7	1.4
	7	2,973	97	6	105	14.8	7.4	1.6
	9	2,774	83	6	106	15.9	9.1	1.8
(9) MATHEMATICAL PROBLEMS	3	2,400	97	26	102	16.1	[illegible].7	1.0
	5	2,585	98	26	104	15.[illegible]	5.5	1.3
	7	2,973	97	6	105	14.8	7.1	1.6
	9	2,774	83	6	106	15.9	8.8	1.8
(10) MATHEMATICAL TOTAL	3	2,400	97	26	102	16.1	3.8	0.9
	5	2,585	98	26	104	15.4	5.6	1.2
	7	2,973	97	6	105	14.8	7.3	1.5
	9	2,774	83	6	106	15.9	8.9	1.7

HARFORD COUNTY (BAKER FIELD ELEMENTARY - JOPPATOWNE ELEMENTARY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BAKER FIELD ELEMENTARY	K-5	654	20.8	96.4	29.5	2.0	11.0	19.5	28.6
BEL AIR ELEMENTARY	K-6	698	20.2	96.8	32.5	2.0	10.1	10.5	23.2
CHURCHVILLE ELEMENTARY	K-6	514	20.1	95.7	23.5	2.0	8.0	17.0	19.6
DARLINGTON ELEMENTARY	K-5	230	15.3	96.1	14.0	1.0	10.9	16.5	20.0
DEERFIELD ELEMENTARY	K-6	679	20.9	95.3	30.5	2.0	8.1	30.7	38.5
DUBLIN ELEMENTARY	K-6	427	19.0	95.5	21.5	1.0	10.3	29.0	40.0
EDGEWOOD-CEDAR DRIVE	K-5	753	17.9	94.3	39.0	3.0	6.8	10.8	47.6
FOREST HILL ELEMENTARY	K-6	465	18.6	95.2	23.0	2.0	8.6	11.5	42.0
HALLS CROSS ROADS	PK-5	673	18.9	94.6	33.5	2.0	8.0	17.5	31.0
HAVRE DE GRACE ELEMENTARY	PK-5	652	17.9	94.7	34.5	2.0	12.3	13.0	30.1
HICKORY ELEMENTARY	K-6	895	19.3	96.8	44.4	2.0	9.6	14.5	49.6
HIGHLAND ELEMENTARY	K-5	330	17.5	95.8	17.8	1.0	8.9	19.0	30.9
HILLSDALE	K-5	444	17.1	96.2	25.0	1.0	10.8	16.0	38.5
HOMESTEAD ELEMENTARY	K-6	1,279	19.2	96.7	63.6	3.0	12.4	17.0	44.4
JARRETTSVILLE ELEMENTARY	K-5	645	25.8	96.5	23.0	2.0	8.7	23.7	40.0
JOPPATOWNE ELEMENTARY	K-6	711	20.6	97.0	32.5	2.0	8.8	20.0	34.8

HARFORD COUNTY (BAKER FIELD ELEMENTARY - JOPPATOWNE ELEMENTARY)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BAKER FIELD ELEMENTARY	3	104	3.9	4.0	4.1	3.7
	5	105	5.9	5.9	5.9	5.6
BEL AIR ELEMENTARY	3	108	4.4	4.4	4.8	4.3
	5	107	6.3	6.1	6.4	6.0
CHURCHVILLE ELEMENTARY	3	100	3.9	3.9	3.9	3.7
	5	106	6.1	6.2	6.2	5.8
DARLINGTON ELEMENTARY	3	102	3.9	3.9	4.0	3.6
	5	104	5.6	5.9	5.7	5.5
DEERFIELD ELEMENTARY	3	94	3.3	3.5	4.0	3.3
	5	101	5.6	5.6	5.6	5.2
DUBLIN ELEMENTARY	3	99	3.9	4.1	4.3	3.6
	5	103	5.5	5.8	5.4	5.5
EDGEWOOD-CEDAR DRIVE	3	98	3.5	3.6	3.7	3.5
	5	102	5.4	5.2	5.2	5.0
FOREST HILL ELEMENTARY	3	105	4.1	4.2	4.3	3.9
	5	105	6.0	6.0	5.9	5.9
HALLS CROSS ROADS	3	94	3.5	3.5	3.7	3.2
	5	98	5.6	5.3	5.8	5.5
HAVRE DE GRACE ELEM	3	92	3.7	3.7	3.7	3.5
	5	97	5.6	5.3	5.6	5.3
HICKORY ELEMENTARY	3	105	4.0	4.3	4.6	3.9
	5	104	5.9	5.8	6.0	5.5
HIGHLAND ELEM	3	99	4.0	4.2	4.3	3.8
	5	101	5.7	5.5	5.7	5.4
HILLSDALE	3	97	3.6	3.6	3.5	3.3
	5	99	5.4	5.4	5.4	5.3
HOMESTEAD ELEMENTARY	3	109	4.5	4.6	4.8	4.2
	5	109	6.5	6.4	6.5	6.2
JARRETTSVILLE ELEMENTARY	3	100	4.2	4.1	4.4	3.8
JOPPATOWNE ELEMENTARY	3	107	4.2	4.3	4.4	3.9
	5	106	6.2	6.0	6.2	5.8

HARFORD COUNTY (MAGNOLIA - BEL AIR MIDDLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
MAGNOLIA	1-6	699	17.0	95.4	39.0	2.0	5.3	13.0	21.9
MEADOWVALE ELEMENTARY	K-5	561	19.0	96.4	27.5	2.0	11.3	14.3	27.1
NORRISVILLE ELEMENTARY	K-5	261	15.7	96.3	15.6	1.0	11.1	13.0	42.2
OAKINGTON ELEMENTARY	K-5	682	19.2	95.7	33.5	2.0	12.0	23.3	42.3
PROSPECT MILL	K-6	501	18.5	96.7	25.0	2.0	7.8	19.5	25.9
RIVERSIDE	K-6	552	19.4	97.8	26.5	2.0	10.4	19.0	31.6
SLATE RIDGE ELEMENTARY	K-5	229	16.8	94.5	12.6	1.0	5.9	9.0	44.1
WILLIAMS S JAMES	K-6	505	18.4	96.4	25.5	2.0	8.3	12.0	36.4
WM PACA OLD POST RD ELEM	K-6	1,431	22.0	93.9	62.0	3.0	9.7	18.5	40.0
YOUTHS BENEFIT ELEMENTARY	K-6	1,262	21.4	97.0	56.0	3.0	8.1	11.3	41.5
ABERDEEN MIDDLE	6-8	1,467	17.9	95.0	79.0	3.0	8.4	18.0	37.8
EDGEWOOD MIDDLE	6-8	1,072	18.5	94.6	56.0	2.0	8.7	13.7	44.8
HARVE DE GRACE MIDDLE	6-8	867	17.7	93.9	47.0	2.0	9.5	9.5	30.6
NORTH HARFORD MIDDLE	6-8	999	17.5	96.0	55.0	2.0	8.1	16.0	28.1
ABERDEEN SR HIGH	9-12	1,732	17.3	91.8	96.0	4.0	10.3	19.0	47.0
BEL AIR MIDDLE	7-8	2,121	18.4	95.7	112.0	3.0	9.0	14.7	33.0

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
MAGNOLIA	3	98	3.4	3.5	3.7	3.3
	5	100	5.7	5.3	5.8	5.5
MEADOWVALE ELEMENTARY	3	107	3.9	4.1	4.6	4.0
	5	102	5.5	5.4	5.4	5.3
NORRISVILLE ELEMENTARY	3	100	3.9	4.1	4.1	3.7
	5	109	5.7	6.1	5.9	6.0
OAKINGTON ELEMENTARY	3	103	3.6	3.9	4.4	3.8
	5	106	5.5	5.8	6.0	5.5
PROSPECT MILL	3	99	3.9	4.0	4.0	3.8
	5	107	6.1	6.3	6.0	6.0
RIVERSIDE	3	106	4.3	4.3	4.6	4.0
	5	108	6.0	6.2	6.2	6.0
SLATE RIDGE ELEMENTARY	3	102	4.1	4.2	4.2	3.9
	5	101	5.6	5.7	5.8	5.7
WILLIAMS S JAMES	3	106	4.2	4.4	4.8	4.1
	5	107	6.2	6.2	6.3	6.0
WM PACA OLD POST RD ELEM	3	96	3.8	3.8	3.7	3.4
	5	101	5.3	5.3	5.3	5.1
YOUTHS BENEFIT ELEMENTARY	3	108	4.5	4.5	4.7	4.1
	5	108	6.2	6.3	6.2	5.9
ABERDEEN MIDDLE	7	104	7.2	7.1	7.5	7.3
EDGEWOOD MIDDLE	7	104	7.0	7.0	7.1	7.0
HARVE DE GRACE MIDDLE	7	100	7.0	7.0	6.8	6.9
NORTH HARFORD MIDDLE	5	98	5.7	5.6+	5.5	5.3
	7	104	7.4	7.3	7.1	7.3
ABERDEEN SR HIGH	9	103	8.5	8.7	8.3	8.5
BEL AIR MIDDLE	7	108	7.8	7.8	7.7	7.5

HARFORD COUNTY (BEL AIR SR. HIGH - NORTH HARFORD SR. JR.)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN (8)	
BEL AIR SR HIGH	9-12	3,429	18.9	94.7	176.5	5.0	10.3	19.2	49.0
EDGEWOOD SR HIGH	9-12	1,447	18.8	91.0	74.0	3.0	11.3	18.0	51.9
HARVE DE GRACE SR	9-12	951	17.9	90.8	51.0	2.0	8.6	22.0	3[illegible].8
JOPPATOWNE JR SR	7-12	1,733	18.8	92.2	89.0	3.0	6.9	18.3	31.5
NORTH HARFORD SR JR	9-12	1,187	17.7	94.9	65.0	2.0	10.7	13.7	46.3

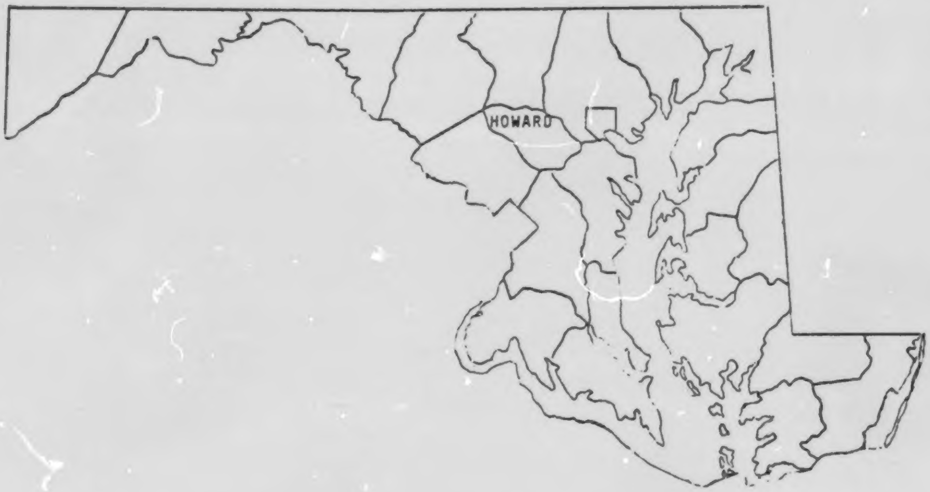
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BEL AIR SR HIGH	9	108	9.4	9.3	9.1	9.2
EDGEWOOD SR HIGH	9	105	8.9	8.8	8.6	8.8
HAVRE DE GRACE SR	9	102	8.5	8.6	8.4	8.4
JOPPATOWNE JR SR	7	107	7.6	7.5	7.4	7.3
	9	110	9.3	9.1	9.1	8.9
NORTH HARFORD SR JR	9	106	9.1	9.0	8.7	9.1

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HOWARD COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	108	108	108	110
	5	107	108	110	110
	7	106	106	108	109
	9	107	107	110	110
VOCABULARY (ITBS)	3	4.1	4.2	4.2	4.3
	5	5.9	6.1	6.1	6.2
	7	7.6	7.7	7.8	7.8
	9	9.3	9.2	9.3	9.4
READING COMPREHENSION (ITBS)	3	4.1	4.2	4.2	4.4
	5	5.9	6.0	6.1	6.2
	7	7.5	7.6	7.7	7.8
	9	9.2	9.1	9.3	9.3
LANGUAGE TOTAL (ITBS)	3	4.5	4.5	4.6	4.8
	5	6.1	6.2	6.3	6.5
	7	7.6	7.7	7.7	7.9
	9	9.1	9.1	9.2	9.3
MATHEMATICAL TOTAL (ITBS)	3	4.0	4.0	4.1	4.2
	5	6.0	6.1	6.2	6.3
	7	7.6	7.7	7.8	7.9
	9	9.1	9.0	9.2	9.3

HOWARD COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1,890	100	26	110	15.5	4.3	1.1
	5	1,818	100	16	110	14.3	6.2	1.5
	7	2,096	99	11	109	14.8	7.8	1.7
	9	2,050	89	6	110	15.8	9.4	1.8
(2) READING COMPRE-HENSION	3	1,890	100	26	110	15.5	4.4	1.2
	5	1,818	100	26	110	14.3	6.2	1.5
	7	2,096	99	11	109	14.8	7.8	1.6
	9	2,050	89	6	110	15.8	9.3	1.8
(3) SPELLING	3	1,890	100	26	110	15.5	4.9	1.3
	5	1,818	100	26	110	14.3	6.4	1.7
	7	2,096	99	11	109	14.8	7.8	2.0
	9	2,050	89	6	110	15.8	9.1	2.2
(4) CAPITAL-IZATION	3	1,890	100	26	110	15.5	4.7	1.3
	5	1,818	100	26	110	14.3	6.6	1.6
	7	2,096	99	11	109	14.8	8.1	2.0
	9	2,050	89	6	110	15.8	9.5	2.2
(5) PUNCTUATION	3	1,890	100	26	110	15.5	5.0	1.4
	5	1,818	100	26	110	14.3	6.4	1.6
	7	2,096	99	11	109	14.8	7.8	2.0
	9	2,050	89	6	110	15.8	9.4	2.1

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1,890	100	26	110	15.5	4.5	1.3
	5	1,818	100	26	110	14.3	6.4	1.7
	7	2,096	99	11	109	14.8	7.9	2.0
	9	2,050	89	6	110	15.8	9.2	2.2
(7) LANGUAGE TOTAL	3	1,890	100	26	110	15.5	4.8	1.2
	5	1,818	100	26	110	14.3	6.5	1.5
	7	2,096	99	11	109	14.8	7.9	1.8
	9	2,050	89	6	110	15.8	9.3	2.0
(8) MATHEMATICAL CONCEPTS	3	1,890	100	26	110	15.5	4.3	1.0
	5	1,818	100	26	110	14.3	6.6	1.5
	7	2,096	99	11	109	14.8	8.1	1.8
	9	2,050	89	6	110	15.8	9.4	1.9
(9) MATHEMATICAL PROBLEMS	3	1,890	100	26	110	15.5	4.1	1.1
	5	1,818	100	26	110	14.3	6.1	1.4
	7	2,096	99	11	109	14.8	7.7	1.7
	9	2,050	89	6	110	15.8	9.1	1.8
(10) MATHEMATICAL TOTAL	3	1,890	100	26	110	15.5	4.2	1.0
	5	1,818	100	26	110	14.3	6.3	1.4
	7	2,096	99	11	109	14.8	7.9	1.6
	9	2,050	89	6	110	15.8	9.3	1.7

HOWARD COUNTY (ALTHOLTON - RUNNING BROOK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ATHOLTON	K-5	465	22.1	97.1	19.0	2.0	7.6	20.3	14.3
BRYANT WOODS	K-5	415	18.9	97.1	20.0	2.0	6.9	15.0	27.3
BUSHY PARK ELEMENTARY	K-5	338	21.1	97.2	14.0	2.0	6.0	15.4	31.3
CENTENNIAL LANE	K-5	365	18.3	97.8	18.0	2.0	8.1	18.0	35.0
CLARKSVILLE	K-5	477	20.7	96.6	21.0	2.0	11.3	17.8	39.1
DASHER GREEN ELEMENTARY	K-5	413	22.9	97.0	16.0	2.0	6.6	10.7	38.9
ELKRIDGE	K-5	452	22.0	95.6	18.5	2.0	7.8	22.5	39.0
FAULKNER RIDGE	K-5	458	19.1	96.5	22.0	2.0	8.3	18.5	50.0
GUILFORD	K-5	209	12.3	96.3	15.0	2.0	6.0	20.5	47.1
HAMMOND	K-5	357	20.4	97.4	15.5	2.0	10.8	17.1	45.7
JEFFERS HILL	K-5	450	21.4	96.9	19.0	2.0	5.5	11.3	47.6
LISBON	K-5	419	19.5	96.6	19.5	2.0	12.7	11.5	32.5
LONGFELLOW	K-5	454	21.1	97.0	19.5	2.0	7.9	12.8	39.5
NORTHFIELD	K-5	442	14.3	97.1	29.0	2.0	8.2	27.0	32.3
PHELPS LUCK	K-5	564	23.5	98.0	22.0	2.0	5.7	18.5	20.8
ROCKLAND	K-5	416	15.7	97.0	24.5	2.0	9.8	13.7	47.2
RUNNING BROOK	K-5	411	22.2	96.5	16.5	2.0	7.0	11.0	37.8

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS VOCABULARY AVERAGE GE	 READING COMPREHENSION AVERAGE GE	 LANGUAGE TOTAL AVERAGE GE	 MATHEMATICAL TOTAL AVERAGE GE
ATHOLTON	3	115	4.6	4.6	5.1	4.5
	5	114	6.5	6.7	6.7	6.9
BRYANT WOODS	3	107	4.4	4.3	4.7	4.1
	5	108	6.6	6.3	6.2	6.2
BUSHY PARK ELEM	3	107	4.1	4.2	4.7	4.1
	5	110	5.8	6.1	6.2	6.2
CENTENNIAL LANE	3	108	4.1	4.1	4.6	4.0
	5	113	6.3	6.3	6.5	6.2
CLARKSVILLE	3	109	4.2	4.3	4.8	4.3
	5	110	6.3	5.9	6.5	6.1
DASHER GREEN ELEMENTARY	3	112	4.6	4.6	4.8	4.5
	5	106	6.6+	6.3	6.8+	6.3
ELKRIDGE	3	107	3.8	3.9	4.4	3.9
	5	109	5.6	5.7	6.1	5.9
FAULKNER RIDGE	3	115	4.5	4.6	5.1	4.5
	5	114	6.7	6.7	6.9	6.9
UILFORD	3	102	3.7	3.8	4.4	3.7
	5	98	4.4	4.6	4.9	5.0
AMMOND	3	115	5.1	5.0	5.4	4.8
	5	111	7.1+	6.5	7.3+	7.3+
EFFERS HILL	3	109	4.1	4.1	4.5	4.1
	5	109	5.8	5.7	6.0	5.8
ISBON	3	100	4.0	4.0	4.0	3.6
	5	108	5.9	5.7	6.4	6.1
UNGFELLOW	3	112	4.4	4.4	4.8	4.2
	5	109	6.5	6.3	6.4	6.4
ORTHFIELD	3	114	4.6	4.6	5.2	4.5
	5	113	6.5	6.4	6.8	6.8
IELPS LUCK	3	104	4.4	4.4	4.6	4.0
	5	114	6.4	6.2	6.4	6.4
OCKLAND	3	109	4.3	4.9	4.9	4.5
	5	108	6.1	6.5+	6.5	6.6
UNNING BROOK	3	112	4.6	4.7	5.2	4.6
	5	110	6.2	6.1	6.4	6.4

HOWARD COUNTY (ST. JOHNS LANE - OAKLAND MILLS MIDDLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ST JOHNS LANE	K-5	433	21.1	97.8	18.5	2.0	13.4	26.0	29.3
STEVENS FOREST	K-5	524	21.0	96.6	23.0	2.0	5.7	18.0	32.0
SWANSFIELD	K-5	480	20.9	97.0	21.0	2.0	5.7	17.0	39.1
TALBOTT SPRINGS	K-5	540	21.6	95.9	23.0	2.0	6.2	13.5	32.0
THUNDER HILL	K-5	420	22.1	97.4	17.0	2.0	7.1	21.5	42.1
WATERLOO	K-5	289	15.2	95.6	17.0	2.0	8.0	25.5	36.8
WEST FRIENDSHIP	K-5	424	22.3	95.9	18.0	1.0	6.6	13.0	36.8
WHISKEY BOTTOM ROAD	K-5	526	20.2	95.7	24.0	2.0	7.5	24.0	26.9
WORTHINGTON ELEMENTARY	K-5	328	18.2	96.4	16.0	2.0	10.3	26.5	27.8
CLARKSVILLE MIDDLE	6-8	487	17.4	96.6	27.0	1.0	9.8	33.0	39.3
DUNLOGGIN MIDDLE	6-8	657	19.9	97.0	31.0	2.0	7.0	21.7	45.5
ELLICOTT CITY MIDDLE	6-8	558	18.0	94.6	29.0	2.0	6.6	19.6	35.5
GLENWOOD MIDDLE	6-8	784	19.8	95.8	37.5	2.0	8.8	15.5	34.2
HAMMOND MIDDLE	6-8	534	16.7	95.1	30.0	2.0	6.6	17.0	34.4
HARPERS CHOICE MIDDLE	6-8	558	18.0	96.4	29.0	2.0	6.3	14.5	38.7
OAKLAND MILLS MIDDLE	6-8	581	17.3	95.9	31.5	2.0	7.5	20.7	41.8

HOWARD COUNTY (ST. JOHNS LANE - OAKLAND MILLS ROAD)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ST JOHNS LANE	3	113	4.4	4.6	5.1	4.4
	5	110	6.4	6.5	6.8	6.7
STEVEN'S FOREST	3	116	4.4	4.5	4.9	4.2
	5	116	6.6	6.7	7.0	6.9
SWANSFIELD	3	109	4.2	4.4	5.1	4.3
	5	113	6.3	6.3	6.7	6.6
TALBOTT SPRINGS	3	108	4.4	4.3	4.7	4.3
	5	108	6.0	5.9	6.2	5.8
THUNDER HILL	3	113	4.4	4.5	4.6	4.3
	5	111	6.6	6.5	6.8	6.5
WATERLOO	3	103	3.7	3.7	4.2	3.6
	5	103	5.3	5.3	5.3	5.4
WEST FRIENDSHIP	3	110	4.3	4.6	5.0	4.1
	5	111	6.2	6.1	6.7	6.3
WHISKEY BOTTOM ROAD	3	108	3.5	3.7	3.8-	3.8
	5	108	5.2	5.4	5.5	5.6
WORTHINGTON ELEMENTARY	3	108	4.7	4.4	5.2	4.5
	5	112	6.3	6.1	6.7	6.5
CLARKSVILLE MIDDLE	7	111	7.9	7.8	8.1	7.9
DUNLOGGIN MIDDLE	7	112	8.1	8.0	8.2	8.3
ELLICOTT CITY MIDDLE	7	108	7.7	7.6	7.7	7.6
GLENWOOD MIDDLE	7	106	7.3	7.5	7.7	7.5
HAMMOND MIDDLE	7	109	7.8	7.7	7.9	8.0
HARPERS CHOICE MIDDLE	7	111	8.3	8.2	8.2	8.2
OAKLAND MILLS MIDDLE	7	111	8.2	8.1	8.0	8.0

HOWARD COUNTY (OWEN BROWN MIDDLE - WILDE LAKE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
OWEN BROWN MIDDLE	6-8	275	16.5	95.1	14.6	2.0	6.2	17.0	36.0
PATAPSCO MIDDLE	6-8	510	14.8	96.6	32.5	2.0	7.3	17.0	43.5
WATERLOO MIDDLE	6-8	621	16.1	94.1	36.5	2.0	6.6	15.5	44.1
WILDE LAKE	6-8	552	16.7	96.4	32.0	1.0	7.6	29.0	39.4
ATHOLTON HIGH	9-12	1,194	21.5	91.8	53.5	2.0	9.3	17.3	52.3
GLENELG HIGH	9-12	1,108	21.5	94.0	48.5	3.0	11.0	19.7	44.7
HOWARD HIGH	9-12	1,266	21.1	92.4	56.0	4.0	12.9	18.3	51.7
MT HEBRON	9-12	1,418	20.0	93.7	69.0	2.0	9.3	17.0	52.8
OAKLAND MILLS HIGH	9-12	1,235	20.4	94.1	57.5	3.0	8.0	20.5	54.5
WILDE LAKE	9-12	1,189	18.7	92.2	60.5	3.0	8.0	17.8	54.3

HOWARD COUNTY (OWEN BROWN MIDDLE - WILDE LAKE)

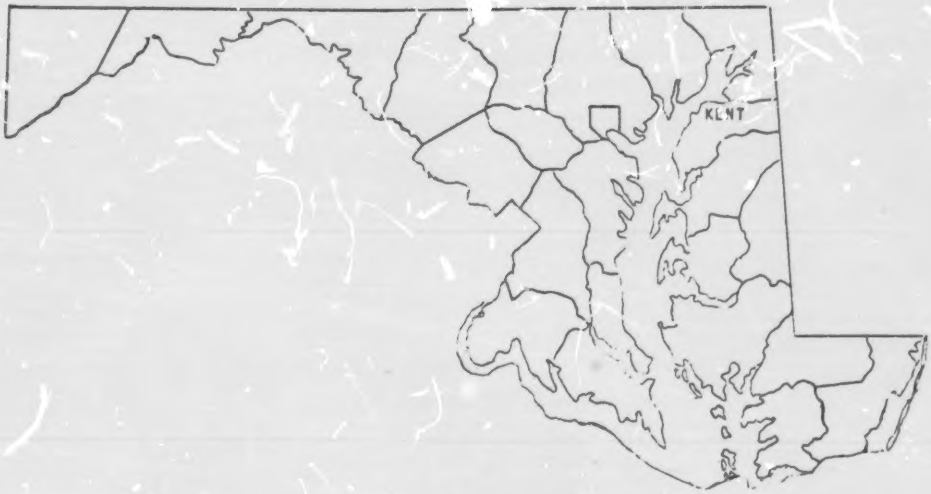
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
OWEN BROWN MIDDLE	7	109	8.1	8.1	8.0	7.9
PATAPSCO MIDDLE	7	107	7.7	7.7	7.7	7.6
WATERLOO MIDDLE	7	102	7.2	7.2	7.3	7.9+
WILDE LAKE	7	111	8.3	8.1	8.2	8.3
ATHOLTON HIGH	9	109	9.1	9.0	9.0	9.0
GLENELG HIGH	9	111	9.3	9.3	9.1	9.2
HOWARD HIGH	9	109	9.0	9.1	9.3	9.1
MT HEBRON	9	112	9.7	9.6	9.6	9.5
OAKLAND MILLS HIGH	9	109	9.4	9.2	9.2	9.2
WILDE LAKE	9	112	9.8	9.7	9.6	9.6

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

KENT COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

KENT COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	97	98	101	102
	5	99	99	100	101
	7	95	99	102	103
	9	99	99	97	101
VOCABULARY (ITBS)	3	4.0	4.2	4.2	4.3
	5	5.4	5.1	5.2	5.3
	7	7.7	6.9	6.7	7.0
	9	8.8	8.5	8.5	8.5
READING COMPREHENSION (ITBS)	3	4.1	4.1	4.2	4.5
	5	5.3	5.3	5.3	5.4
	7	7.4	6.9	7.0	7.2
	9	8.4	8.4	8.4	8.4
LANGUAGE TOTAL (ITBS)	3	4.5	4.9	5.1	5.2
	5	5.8	5.6	5.7	5.9
	7	8.0	7.2	7.7	7.7
	9	8.6	8.8	8.8	8.7
MATHEMATICAL TOTAL (ITBS)	3	3.8	3.9	4.2	4.3
	5	5.4	5.5	5.5	5.6
	7	7.2	7.0	7.0	7.3
	9	8.6	8.5	8.4	8.4

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	212	92	5	102	14.7	4.3	1.0
	5	263	98	3	101	16.8	5.3	1.5
	7	285	98	3	103	14.7	7.0	1.8
	9	318	87	1	101	16.1	8.5	2.0
(2) READING COMPRE-HENSION	3	212	92	5	102	14.7	4.5	1.1
	5	263	98	3	101	16.8	5.4	1.6
	7	285	98	3	103	14.7	7.2	1.6
	9	318	87	1	101	16.1	8.4	2.0
(3) SPELLING	3	212	92	5	102	14.7	5.0	1.0
	5	263	98	3	101	16.8	5.8	1.8
	7	285	98	3	103	14.7	7.6	1.9
	9	318	87	1	101	16.1	9.0	2.0
(4) CAPITAL-IZATION	3	212	92	5	102	14.7	5.2	1.1
	5	263	98	3	101	16.8	6.3	1.7
	7	285	98	3	103	14.7	7.9	1.9
	9	318	87	1	101	16.1	8.8	2.3
(5) PUNCTUATION	3	212	92	5	102	14.7	5.8	1.1
	5	263	98	3	101	16.8	6.0	1.7
	7	285	98	3	103	14.7	7.6	1.8
	9	318	87	1	101	16.1	8.5	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	212	92	5	102	14.7	4.9	1.1
	5	263	98	3	101	16.8	5.6	1.8
	7	285	98	3	103	14.7	7.5	2.1
	9	318	87	1	101	16.1	8.5	2.2
(7) LANGUAGE TOTAL	3	212	92	5	102	14.7	5.2	1.0
	5	263	98	3	101	16.8	5.9	1.6
	7	285	98	3	103	14.7	7.7	1.7
	9	318	87	1	101	16.1	8.7	1.9
(8) MATHEMATICAL CONCEPTS	3	212	92	5	102	14.7	4.3	0.9
	5	263	98	3	101	16.8	5.7	1.5
	7	285	98	3	103	14.7	7.5	1.5
	9	318	87	1	101	16.1	8.4	1.9
(9) MATHEMATICAL PROBLEMS	3	212	92	5	102	14.7	4.3	1.0
	5	263	98	3	101	16.8	5.6	1.4
	7	285	98	3	103	14.7	7.1	1.7
	9	318	87	1	101	16.1	8.4	1.9
(10) MATHEMATICAL TOTAL	3	212	92	5	102	14.7	4.3	0.9
	5	263	98	3	101	16.8	5.6	1.4
	7	285	98	3	103	14.7	7.3	1.5
	9	318	87	1	101	16.1	8.4	1.7

KENT COUNTY (GALENA - KENT COUNTY HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

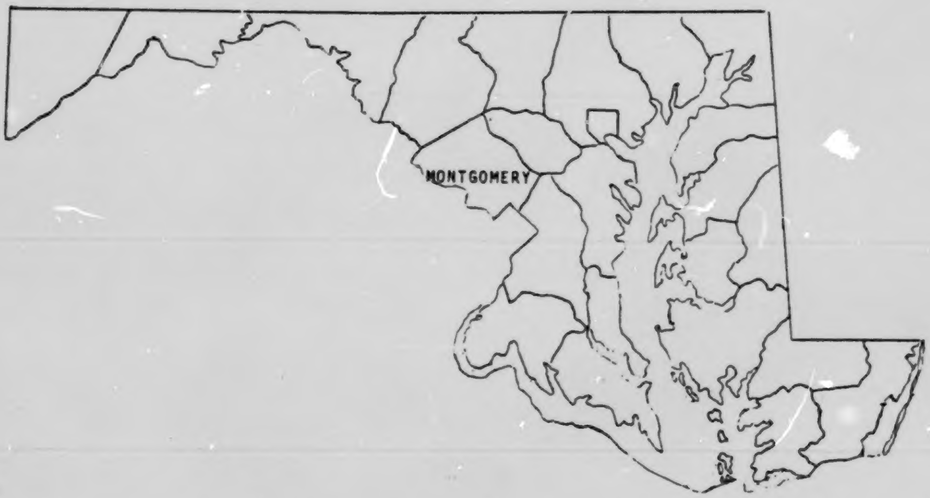
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
GALENA	K-8	317	17.6	96.0	16.0	2.0	9.3	24.5	16.7
CHESTERTOWN	K-4	325	19.1	96.0	16.0	1.0	10.5	8.0	23.5
MILLINGTON	K-4	159	17.2	96.0	10.0	1.0	9.0	12.0	18.2
ROCK HALL	K-4	218	19.8	96.0	10.0	1.0	10.0	8.0	36.4
WORTON	K-4	306	16.1	96.0	17.0	2.0	8.6	19.5	15.8
CHESTERTOWN MIDDLE	5-8	695	18.3	96.0	36.0	2.0	8.3	13.5	26.3
ROCK HALL SR MIDDLE	5-8	216	15.4	96.0	12.0	2.0	10.3	26.5	21.4
KENT COUNTY HIGH	9-12	1,178	19.6	95.0	57.0	3.0	9.6	15.0	28.3

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

KENT COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
GALENA	3	101	4.1	4.3	4.9	4.0
	5	102	5.4	5.5	6.2	5.6
	7	106	7.5	7.4	8.0	7.5
CHESTERTOWN	3	103	4.1	4.6+	4.9	4.2
MILLINGTON	3	103	4.6+	4.4	5.5+	4.4+
ROCK HALL	3	100	4.5+	4.7+	5.4+	4.5+
WORTON	3	101	4.3	4.3	5.4+	4.3+
CHESTERTOWN MIDDLE	5	101	5.2	5.4	5.8	5.6
	7	102	6.9	7.2	7.7	7.2
ROCK HALL SR MIDDLE	5	102	5.7	5.6	6.0	5.9
	7	104	6.7	6.8	7.3	7.4
ENT COUNTY HIGH	9	101	8.5	8.4	8.7	8.4

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION
MONTGOMERY COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

MONTGOMERY COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	108	109	110	110
	5	110	110	111	111
	7	108	109	110	110
	9	110	110	112	112
VOCABULARY (ITBS)	3	4.1	4.1	4.2	4.3
	5	6.1	6.1	6.1	6.2
	7	7.9	7.9	8.0	7.9
	9	9.7	9.6	9.6	9.6
READING COMPREHENSION (ITBS)	3	4.1	4.2	4.3	4.4
	5	6.0	6.0	6.1	6.1
	7	7.8	7.8	7.8	7.8
	9	9.5	9.5	9.4	9.4
LANGUAGE TOTAL (ITBS)	3	4.4	4.6	4.6	4.7
	5	6.2	6.3	6.3	6.5
	7	7.9	7.9	8.0	8.1
	9	9.5	9.5	9.5	9.6
MATHEMATICAL TOTAL (ITBS)	3	4.0	4.1	4.2	4.3
	5	6.2	6.2	6.3	6.3
	7	8.0	8.0	8.1	8.1
	9	9.6	9.6	9.6	9.6

MONTGOMERY COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	6,611	100	139	110	15.9	4.3	1.1
	5	7,026	100	132	111	14.6	6.2	1.5
	7	9,444	95	32	110	15.2	7.9	1.8
	9	9,941	94	32	112	16.2	9.6	1.9
(2) READING COMPRE-HENSION	3	6,611	100	139	110	15.9	4.4	1.2
	5	7,026	100	132	111	14.6	6.1	1.5
	7	9,444	95	32	110	15.2	7.8	1.7
	9	9,941	94	32	112	16.2	9.4	1.8
(3) SPELLING	3	6,611	100	139	110	15.9	4.7	1.2
	5	7,026	100	132	111	14.6	6.3	1.7
	7	9,444	95	32	110	15.2	7.9	2.1
	9	9,941	94	32	112	16.2	9.3	2.3
(4) CAPITAL-IZATION	3	6,611	100	139	110	15.9	4.8	1.3
	5	7,026	100	132	111	14.6	6.6	1.7
	7	9,444	95	32	110	15.2	8.3	2.1
	9	9,941	94	32	112	16.2	9.8	2.2
(5) PUNCTUATION	3	6,611	100	139	110	15.9	4.8	1.3
	5	7,026	100	132	111	14.6	6.4	1.6
	7	9,444	95	32	110	15.2	8.1	2.1
	9	9,941	94	32	112	16.2	9.6	2.1

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	6,611	100	139	110	15.9	4.6	1.3
	5	7,026	100	132	111	14.6	6.5	1.7
	7	9,444	95	32	110	15.2	8.1	2.1
	9	9,941	93	32	112	16.2	9.6	2.2
(7) LANGUAGE TOTAL	3	6,611	100	139	110	15.9	4.7	1.1
	5	7,026	100	132	111	14.6	6.5	1.5
	7	9,444	94	32	110	15.2	8.1	1.9
	9	9,941	93	32	112	16.2	9.6	2.0
(8) MATHEMATICAL CONCEPTS	3	6,611	100	139	110	15.9	4.3	1.0
	5	7,026	100	132	111	14.6	6.5	1.5
	7	9,444	95	32	110	15.2	8.3	1.8
	9	9,941	94	32	112	16.2	9.9	1.9
(9) MATHEMATICAL PROBLEMS	3	6,611	100	139	110	15.9	4.3	1.1
	5	7,026	100	132	111	14.6	6.1	1.4
	7	9,444	95	32	110	15.2	7.8	1.7
	9	9,941	94	32	112	16.2	9.4	1.9
(10) MATHEMATICAL TOTAL	3	6,611	100	139	110	15.9	4.3	1.0
	5	7,026	100	132	111	14.6	6.3	1.4
	7	9,444	95	32	110	15.2	8.1	1.7
	9	9,941	94	32	112	16.2	9.6	1.8

MONTGOMERY COUNTY (ARCOLA - BROWN STATION)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ARCOLA	K-6	240	15.0	95.3	15.0	1.0	15.5	39.0	68.7
ASHBURTON	K-6	268	15.3	96.8	16.5	1.0	15.4	18.6	60.0
ASPEN HILL	K-6	310	16.7	97.0	17.5	1.0	14.8	23.0	45.9
AYRLAWN	K-6	204	21.5	94.2	8.5	1.0	8.6	22.0	31.6
BANNOCKBURN	K-6	332	18.4	94.9	17.0	1.0	10.1	17.0	50.0
BEL PRE	K-6	375	17.0	96.9	21.0	1.0	12.5	38.0	27.3
BELLS MILL	K-6	425	21.3	95.9	19.0	1.0	11.1	16.0	42.5
BELMONT	K-5	503	20.5	95.5	23.5	1.0	8.0	16.3	44.9
BETHESDA	PK-6	416	21.2	95.2	18.6	1.0	9.0	37.0	33.7
BEVERLY FARMS	K-6	510	19.2	97.9	25.5	1.0	12.2	22.5	49.1
BRADLEY	K-6	343	21.4	96.5	15.0	1.0	11.6	20.6	46.9
BROAD ACRES	PK-6	305	20.9	95.8	13.6	1.0	13.0	20.0	34.2
BROOKHAVEN	K-6	495	17.7	96.6	27.0	1.0	14.3	17.0	35.7
BROOKMONT	K-6	335	20.9	95.3	15.0	1.0	21.3	25.5	40.6
BROOKVIEW	K-6	209	18.2	97.2	10.5	1.0	16.1	19.0	43.5
BROWN STATION	PK-6	605	20.5	95.2	27.5	2.0	10.8	19.2	35.6

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ARCOLA	3	110	3.9	4.0	4.5	4.0
	5	110	6.2	6.0	6.1	6.0
ASHBURTON	3	118	4.8	5.1	5.4	5.1
	5	112	6.6	6.4	7.0	6.7
ASPEN HILL	3	107	4.1	4.2	4.5	4.3
	5	110	5.7	5.7	6.2	5.9
AYRLAWN	3	120	4.7	4.9	5.1	4.4
	5	113	6.3	6.2	6.7	6.6
BANNOCKBURN	3	118	4.8	4.7	4.8	4.4
	5	114	6.2	6.3	6.6	6.8
BEL PRE	3	113	4.4	4.7	4.9	4.4
	5	110	6.1	6.2	6.7	6.3
BELLS MILL	3	111	4.5	4.7	5.1	4.3
	5	116	6.6	6.6	7.1	6.9
BELMONT	3	111	4.2	4.2	4.5	4.1
	5	114	6.0	5.8	6.4	6.3
BETHESDA	3	116	4.8	5.1	5.4	4.7
	5	119	7.2	7.2	7.3	7.0
BEVERLY FARMS	3	112	4.4	4.5	4.7	4.2
	5	118	6.9	6.8	7.2	7.2
BRADLEY	3	120	4.8	5.4	5.6	5.0
	5	119	6.9	6.9	7.1	7.3
BROAD ACRES	3	99	3.2	3.0	3.5	3.6
	5	101	5.1	5.1	5.9	5.1
BROOKHAVEN	3	112	4.5	4.5	4.8	4.4
	5	111	6.4	6.1	6.5	6.6
BROOKMONT	3	119	4.9	5.0	5.5	4.8
	5	117	6.4	6.6	7.0	6.8
BROOKVIEW	3	108	4.0	3.7	4.4	3.8
	5	108	5.4	5.2	5.6	5.3-
BROWN STATION	3	112	4.2	4.8	4.9	4.5
	5	110	6.3	6.2	6.8	6.7

MONTGOMERY COUNTY (BURNING TREE - CONGRESSIONAL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BURNING TREE	K-6	260	17.3	95.5	14.0	1.0	12.1	13.2	46.7
BURNT MILLS	K-6	241	20.1	95.8	11.0	1.0	16.2	21.0	33.3
BURTONSVILLE	K-6	294	17.7	96.0	15.6	1.0	10.9	38.0	27.1
CANDLEWOOD	K-6	521	21.8	96.7	22.9	1.0	11.0	24.6	43.5
CANNON ROAD	K-6	538	22.3	95.8	23.1	1.0	13.0	30.0	37.7
CARDEROCK SPRINGS	PK-6	349	17.5	95.7	19.0	1.0	10.8	22.0	40.0
CARL SANDBURG	PK-6	232	22.1	96.5	9.5	1.0	11.2	20.0	28.6
CASHELL	K-6	614	20.8	97.0	27.5	2.0	11.4	18.0	54.2
CEDAR GROVE	K-6	359	22.4	97.3	15.0	1.0	11.9	24.0	31.3
CHEVY CHASE	2-6	450	17.6	96.1	24.5	1.0	12.9	27.0	60.8
CLARKSBURG	PK-6	270	17.3	94.8	14.6	1.0	9.5	16.0	19.2
CLOVERLY	K-6	455	21.7	93.5	20.0	1.0	10.2	24.5	28.6
COLD SPRING	K-6	651	23.3	97.0	26.0	2.0	11.3	19.7	33.9
COLESVILLE	K-6	262	18.3	94.8	13.3	1.0	13.1	16.0	55.9
COLLEGE GARDENS	K-6	587	21.7	96.3	25.0	2.0	14.1	32.5	55.5
CONGRESSIONAL	K-6	333	18.5	95.6	17.0	1.0	11.3	35.7	38.9

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS VOCABULARY AVERAGE GE	READING COMPREHENSION AVERAGE GE	LANGUAGE TOTAL AVERAGE GE	MATHEMATICAL TOTAL AVERAGE GE
BURNING TREE	3	118	5.1	5.6+	5.5	5.1
	5	114	7.1	7.0	8.1+	7.3+
BURNT MILLS	3	108	3.5	3.8	4.0	3.9
	5	111	5.3	5.3-	5.7	5.6
BURTONSVILLE	3	107	4.7	4.1	4.5	4.2
	5	110	6.0	5.5	5.9	6.2
CANDLEWOOD	3	113	4.5	4.6	4.7	4.3
	5	110	6.3	6.3	6.3	6.1
CANNON ROAD	3	112	4.3	4.5	5.1	4.6
	5	112	6.3	6.3	6.5	6.3
CARDEROCK SPRINGS	3	117	4.8	4.9	5.3	4.5
	5	113	6.7	6.3	6.9	6.5
CARL SANDBURG	3	111	4.4	4.2	4.8	4.2
	5	108	5.8	5.5	5.9	5.6
CASHELL	3	110	4.5	5.0	5.2	4.8+
	5	105	6.3	6.6+	6.2	6.6+
CEDAR GROVE	3	114	4.0	4.0	4.3	4.0
	5	108	6.2	6.0	6.4	6.2
CHEVY CHASE	3	115	4.9	5.0	5.0	4.8
	5	114	6.6	6.4	6.7	6.4
CLARKSBURG	3	106	4.1	4.2	4.8	4.1
	5	106	5.6	5.8	6.2	6.0
CLOVERLY	3	112	4.4	4.3	4.6	4.2
	5	114	6.3	6.2	6.6	6.4
COLD SPRING	3	112	4.5	4.6	5.0	4.6
	5	114	6.6	6.6	6.9	6.6
COLESVILLE	3	110	4.0	3.7	4.1	4.0
	5	109	5.4	5.5	5.6	5.5
COLLEGE GARDENS	3	112	4.5	4.6	5.1	4.6
	5	113	6.4	6.5	7.0	7.4+
CONGRESSIONAL	3	114	4.1	4.4	5.1	4.9
	5	105	5.0	5.1	5.3	5.8

MONTGOMERY COUNTY (CONNECTICUT PARK - FLOWER VALLEY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CONNECTICUT PARK	K-6	453	19.3	95.9	22.5	1.0	11.5	22.8	40.4
CRESTHAVEN	K-6	288	16.5	96.6	16.5	1.0	16.6	24.5	62.9
DAMASCUS	PK-6	691	20.9	95.8	31.0	2.0	13.5	25.5	27.3
DARNESTOWN	K-6	339	19.9	96.8	16.0	1.0	16.9	28.0	52.9
DENNIS AVENUE	SPEC	22	2.7	87.7	8.0		6.5		75.0
DIAMOND	K-6	668	20.4	95.7	30.7	2.0	7.3	14.3	30.6
DUFIEF	K-6	388	22.8	96.8	16.0	1.0	10.9	23.0	50.0
EAST SILVER SPRING	K-3	252	21.9	95.2	10.5	1.0	12.7	14.0	39.1
EDWARD U TAYLOR	PK-6	153	18.8	94.4	7.1	1.0	13.6	17.0	24.6
ENGLISH MANOR	K-6	367	18.3	95.8	19.0	1.0	8.0	25.0	60.0
FAIRLAND	K-6	572	20.8	96.3	26.5	1.0	11.7	20.5	43.6
FALLSMEAD	K-6	491	23.4	96.8	20.0	1.0	8.4	37.0	23.8
FARMLAND	K-6	382	21.2	96.4	17.0	1.0	11.2	25.0	22.2
FERNWOOD	1-5	200	16.7	96.8	11.0	1.0	11.8	29.0	41.7
FIELDS ROAD	PK-6	446	17.1	94.8	25.0	1.0	8.3	17.0	34.6
FLOWER VALLEY	K-6	577	19.9	96.5	27.0	2.0	14.3	26.7	44.8

MONTGOMERY COUNTY (CONNECTICUT PARK - FLOWER VALLEY)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CONNECTICUT PARK	3	111	4.1	4.1	4.3	3.9
	5	108	5.4	5.6	5.7	5.6
CRESTHAVEN	3	114	4.3	4.6	4.8	4.3
	5	111	6.6	6.4	7.0	6.4
DAMASCUS	3	109	4.1	4.3	4.7	4.2
	5	106	5.4	5.6	6.1	5.8
DARNESTOWN	3	112	4.6	4.6	4.6	4.7
	5	116	6.6	6.3	6.9	7.1
DENNIS AVENUE	NO TEST RESULTS AVAILABLE					
DIAMOND	3	104	4.4	4.4	5.1+	4.5+
	5	112	6.2	6.2	6.5	6.2
DUFIEF	3	113	4.4	4.3	4.6	4.2
	5	110	6.1	5.8	6.0	6.3
EAST SILVER SPRING	3	107	3.4	3.6	3.9	3.7
EDWARD U TAYLOR	3	94	3.4	3.5	3.6	3.9+
	5	88	5.0	5.0+	5.6+	5.1+
ENGLISH MANOR	3	111	4.3	4.4	4.8	4.3
	5	112	5.9	6.1	6.7	6.2
FAIRLAND	3	108	4.3	4.3	4.5	3.9
	5	112	6.4	6.3	6.6	6.5
FALLSMEAD	3	115	4.6	4.8	5.4	4.6
	5	114	6.9	6.4	7.1	6.7
FARMLAND	3	115	4.7	4.9	5.5	5.1+
	5	116	6.7	6.9	7.3	7.0
FERNWOOD	3	116	4.6	4.5	4.9	4.6
	5	120	6.9	6.7	7.8	7.4
FIELDS ROAD	3	111	3.9	3.9	4.3	3.9
	5	108	5.6	5.4	5.4-	5.6
FLOWER VALLEY	3	113	4.4	4.5	4.7	4.3
	5	116	6.5	6.4	6.9	6.5

MONTGOMERY COUNTY (FOREST GROVE - HARMONY HILLS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
FOREST GROVE	PK-6	321	16.3	95.1	18.6	1.0	9.5	10.0	45.9
FOREST KNOLLS	K-6	371	14.3	95.4	25.0	1.0	12.7	19.0	53.8
FOUR CORNERS	PK-6	310	18.6	97.1	15.6	1.0	10.7	24.0	36.1
FOX CHAPEL	PK-6	522	19.2	95.1	26.1	1.0	8.7	19.0	46.1
GAITHERSBURG	PK-6	679	20.8	94.5	30.6	2.0	12.7	23.9	41.7
GALWAY	K-6	466	22.2	95.3	20.0	1.0	12.9	27.0	42.9
GARRETT PARK	K-6	253	22.0	95.6	10.5	1.0	15.7	30.0	39.1
GEORGETOWN HILL	K-6	432	19.9	95.9	20.7	1.0	10.4	19.0	63.1
GEORGIAN FOREST	K-6	371	15.8	95.5	22.5	1.0	10.2	19.5	55.3
GERMANTOWN	PK-6	452	20.9	95.3	20.6	1.0	15.8	15.0	63.0
GLEN HAVEN	PK-6	446	17.1	95.9	25.1	1.0	11.3	24.0	45.9
GLENALLEN	K-6	413	19.7	94.7	20.0	1.0	9.0	13.0	38.1
GLENMONT	PK-6	334	16.2	95.3	19.6	1.0	15.1	21.3	53.3
GREENWOOD	K-5	625	23.6	95.9	24.5	2.0	10.4	22.3	26.4
GROSVENOR	K-6	294	21.0	95.7	13.0	1.0	12.5	20.0	32.1
HARMONY HILLS	K-6	518	21.6	95.3	23.0	1.0	13.4	27.0	37.5

MONTGOMERY COUNTY (FOREST GROVE - HARMONY HILLS)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
FOREST GROVE	3	117	4.4	4.7	5.1	4.7
	5	110	5.9	5.8	6.1	6.0
FOREST KNOLLS	3	114	4.1	4.2	4.5	4.3
	5	109	6.3	6.4	6.5	6.4
FOUR CORNERS	3	112	4.2	4.2	4.3	4.1
	5	115	6.4	6.3	6.4	6.5
FOX CHAPEL	3	101	3.8	3.9	4.4	3.9
	5	105	5.6	5.5	6.0	5.8
GAITHERSBURG	3	105	3.6	3.8	3.8	3.7
	5	101	5.1	5.2	5.4	5.3
GALWAY	3	107	4.2	4.2	4.6	4.1
	5	114	6.4	6.6	7.0	7.0
GARRETT PARK	3	113	4.8	5.0	5.1	4.6
	5	120	6.7	6.5	6.7	6.6
GEORGETOWN HILL	3	115	4.5	4.6	5.0	4.5
	5	117	6.9	6.8	7.3	7.2
GEORGIAN FOREST	3	108	4.0	3.9	4.4	3.8
	5	111	6.3	6.1	6.9	6.4
GERMANTOWN	3	105	4.7+	4.6	5.3+	4.8+
	5	106	6.4	5.7	6.0	5.9
GLEN HAVEN	3	109	4.1	4.1	4.5	4.2
	5	111	6.0	6.0	6.4	6.4
GLENALLEN	3	106	4.0	4.0	4.2	3.9
	5	103	5.4	5.3	5.9	5.5
GLENMONT	3	112	3.9	4.1	4.4	4.2
	5	115	6.3	6.6	6.6	6.9
GREENWOOD	3	115	4.5	4.6	5.0	4.3
	5	112	6.3	6.3	6.6	6.4
GROSVENOR	3	109	4.5	4.6	4.9	4.5
	5	115	6.9	6.7	7.0	6.7
HARMONY HILLS	3	109	4.2	4.4	4.9	4.6
	5	113	6.3	6.3	7.1	6.8

MONTGOMERY COUNTY (HIGHLAND - LYNNBROOK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
HIGHLAND	PK-6	581	20.5	95.5	27.4	1.0	14.7	20.0	49.3
HIGHLAND VIEW	K-6	439	19.9	96.1	21.0	1.0	10.3	22.8	36.4
HILLANDALE	K-6	347	21.0	95.4	15.5	1.0	10.5	23.2	57.6
HOLIDAY PARK	PK-6	348	13.2	95.5	25.4	1.0	14.0	24.8	43.1
HUNGERFORD	K-6	263	21.0	95.8	11.5	1.0	17.1	17.5	36.0
JACKSON ROAD	K-6	375	20.3	97.1	17.5	1.0	16.3	19.2	37.8
KEMP MILL	K-6	433	18.8	97.7	22.0	1.0	12.5	26.8	45.7
KENSINGTON	PK-6	246	13.6	95.7	17.1	1.0	15.1	25.3	52.4
LAKE NORMANDY	K-6	443	20.1	96.9	21.0	1.0	11.7	17.0	31.8
LAKEWOOD	K-6	415	19.3	96.4	20.5	1.0	11.4	15.0	37.2
LARCHMONT	2-6	201	16.7	97.2	11.0	1.0	14.4	24.5	50.0
LAYTONSVILLE	K-6	714	21.3	95.4	31.5	2.0	15.4	19.5	38.8
LONE OAK	PK-6	456	16.8	94.0	26.1	1.0	12.5	36.0	40.5
LUCY BARNSLEY	K-6	494	23.5	97.2	20.0	1.0	10.0	13.0	38.1
LUXMANOR	K-6	272	24.7	96.4	10.0	1.0	10.0	23.0	36.4
LYNNBROOK	K-6	235	15.8	94.8	13.9	1.0	12.1	16.0	36.2

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
HIGHLAND	3	102	4.0	4.0	4.4	4.1
	5	108	5.7	5.7	6.2	6.6
HIGHLAND VIEW	3	108	4.5	4.4	4.8	4.5
	5	116	6.8	6.8	7.1	6.6
HILLANDALE	3	104	3.8	3.7	3.9	3.6
	5	105	5.2	5.3	5.5	5.6
HOLIDAY PARK	3	96	3.3	3.4	3.8	3.4
	5	100	5.0	4.8	4.9	4.8
HUNGERFORD	3	115	4.2	4.5	4.9	4.5
	5	113	6.2	6.0	6.5	6.8
JACKSON ROAD	3	112	4.9	5.0	5.0	4.6
	5	116	6.5	6.6	7.1	7.0
KEMP MILL	3	112	5.8+	4.9	5.8+	5.4+
	5	112	6.3	6.2	6.6	6.5
KENSINGTON	3	108	4.0	3.9	4.4	4.0
	5	109	5.6	5.6	6.1	6.1
LAKE NORMANDY	3	117	4.7	4.8	5.2	4.8
	5	118	6.9	6.8	7.2	7.0
LAKEWOOD	3	118	4.3	4.5	4.9	4.2
	5	112	6.2	5.9	6.3	5.9
LARCHMONT	3	114	4.6	4.7	4.7	4.4
	5	109	6.1	6.1	6.1	6.2
LAYTONSVILLE	3	110	4.1	4.2	4.7	4.4
	5	107	5.9	6.0	6.3	6.4
LONE OAK	3	108	4.3	4.0	4.7	4.0
	5	114	6.0	5.7	6.0	5.9
UCY BARNSLEY	3	116	4.6	4.7	5.3	4.7
	5	115	6.8	6.7	7.1	7.0
UXMANOR	3	118	4.7	4.7	5.3	4.6
	5	117	7.0	6.8	7.6	7.1
YNNBROOK	3	112	4.6	4.7	4.8	4.1
	5	104	6.2	5.8	6.2	6.0

MONTGOMERY COUNTY (MARYVALE - PINEY BRANCH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
MARYVALE	PK-4	402	19.5	95.0	19.6	1.0	16.3	21.4	38.8
MCKENNEY HILLS	K-6	181	21.3	95.7	7.5	1.0	10.1	24.0	64.7
MEADOW HALL	K-6	351	16.3	96.7	20.5	1.0	12.9	34.0	48.8
MILL CREEK TOWNE	K-6	707	20.2	94.6	33.0	2.0	10.0	27.3	34.3
MONOCACY	PK-6	275	23.7	94.7	10.6	1.0	15.3	26.5	34.4
MONTGOMERY KNOLLS	K-3	253	19.5	93.6	12.0	1.0	7.8	16.0	26.9
MONTROSE	K-6	308	19.3	94.6	15.0	1.0	13.3	34.7	50.0
NEW HAMPSHIRE ESTATES	PK-4	225	18.0	92.8	11.5	1.0	14.0	26.7	52.0
NORTH CHEVY CHASE	K-6	320	21.3	96.9	14.0	1.0	14.9	4.0	33.3
NORTH LAKE	K-6	336	20.0	96.1	15.8	1.0	12.2	26.9	34.5
OAKLAND TERRACE	K-6	540	17.4	95.9	29.1	2.0	16.7	14.0	55.0
OAKVIEW	PK-6	377	18.7	96.2	19.1	1.0	14.2	17.0	27.3
OLNEY	PK-5	459	21.2	95.3	20.6	1.0	12.3	22.0	48.5
PARK STREET	PK-6	364	19.0	94.8	18.1	1.0	9.9	15.3	42.5
PARKWOOD	K-6	350	16.7	96.6	20.0	1.0	10.1	18.1	33.3
PINE CREST	2-6	342	16.7	96.6	19.5	1.0	11.8	10.2	56.1
PINEY BRANCH	4-6	543	14.7	95.0	35.0	2.0	7.9	27.9	43.2

MONTGOMERY COUNTY (MARYVALE - PINEY BRANCH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
MARYVALE	3	105	3.5	3.7	3.9	3.7
MCKENNEY HILLS	3	106	4.4	4.5	4.7	4.5+
	5	114	6.4	6.0	6.0	6.5
EADOW HALL	3	111	3.9	4.0	4.8	4.1
	5	111	5.9	6.0	6.2	6.0
ILL CREEK TOWNE	3	111	4.4	4.3	5.3	4.2
	5	110	6.0	6.1	6.5	6.3
ONOCACY	3	113	4.2	4.2	4.6	4.1
	5	110	5.5	5.4	5.7	5.6
ONTGOMERY KNOLLS	3	98	3.8	3.9	4.3	3.7
ONTROSE	3	107	4.2	4.0	4.7	4.0
	5	101	5.3	5.2	5.5	5.4
EW HAMPSHIRE ESTATES	3	103	3.8	3.7	4.2	4.2
ORTH CHEVY CHASE	3	106	4.8+	5.0+	5.3+	4.8+
	5	116	7.1	7.3+	7.5	7.4+
ORTH LAKE	3	111	4.5	4.5	5.1	4.5
	5	117	6.4	6.3	6.9	6.5
AKLAND TERRACE	3	109	3.9	3.9	4.2	3.9
	5	104	5.5	5.6	5.4	5.7
AKVIEW	3	104	3.8	4.0	4.2	3.9
	5	107	5.7	5.7	5.8	5.7
NEY	3	107	4.0	4.1	4.2	3.9
	5	112	6.4	6.5	6.4	6.5
RK STREET	3	114	4.6	4.7	5.1	4.6
	5	110	5.9	5.9	5.9	6.1
RKWOOD	3	113	4.0	4.2	4.6	4.3
	5	116	6.1	5.9	6.4	5.9-
INE CREST	3	113	4.5	4.6	4.7	4.5
	5	109	6.0	5.9	6.2	5.9
NEY BRANCH	5	106	5.3	5.4	5.6	5.9

MONTGOMERY COUNTY (PLEASANT VIEW - SOMERSET)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
PLEASANT VIEW	K-6	347	13.6	95.5	24.5	1.0	12.9	27.0	51.0
POOLESVILLE	K-6	679	21.9	94.6	29.0	2.0	9.6	27.0	38.7
POTOMAC	K-6	534	22.7	96.8	22.5	1.0	11.0	11.5	42.5
RADNOR	PK-6	307	16.1	92.6	18.1	1.0	14.4	18.9	78.4
RITCHIE PARK	K-6	488	22.2	96.2	21.0	1.0	12.6	36.5	43.2
ROCK CREEK FOREST	K-4	230	13.1	96.5	16.5	1.0	10.2	23.0	54.3
ROCK CREEK PALISADES	PK-6	467	24.3	96.5	18.2	1.0	15.4	17.5	55.2
ROCK CREEK VALLEY	K-6	497	18.3	96.6	26.1	1.0	17.2	32.5	48.3
ROCKING HORSE ROAD	K-6	549	19.6	94.4	26.0	2.0	10.9	34.5	28.6
ROLLING TERRACE	PK-4	318	16.7	94.0	18.0	1.0	14.5	34.0	47.4
ROLLINGWOOD	K-6	217	21.7	96.1	9.0	1.0	10.8	22.5	65.0
ROSEMARY HILLS	PK-3	387	14.3	93.7	25.1	2.0	11.3	16.1	47.9
ROSEMONT	K-6	311	15.9	93.5	18.5	1.0	14.4	12.7	56.4
SADDLEBROOK	K-6	430	18.7	95.8	22.0	1.0	10.5	23.0	34.8
SEVEN LOCKS ROAD	K-6	328	21.2	95.3	14.5	1.0	12.8	19.9	58.1
SHERWOOD	PK-5	465	18.0	95.7	23.8	2.0	9.4	29.0	26.5
SOMERSET	K-6	467	19.4	96.6	23.1	1.0	19.0	16.8	54.3

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
PLEASANT VIEW	3	109	3.7	3.8	3.8-	3.4-
	5	111	5.8	6.0	6.3	6.1
POOLESVILLE	3	109	4.0	4.1	4.3	4.0
	5	108	5.7	5.6	5.6	5.5
POTOMAC	3	120	5.4	5.3	5.7	5.0
	5	115	7.6+	6.9	7.5	6.9
RADNOR	3	113	4.6	4.5	4.9	4.4
	5	114	6.6	6.4	6.8	6.8
RITCHIE PARK	3	116	4.8	4.9	5.1	4.7
	5	117	6.7	6.7	7.1	6.8
ROCK CREEK FOREST	3	114	4.3	4.5	5.2	4.4
ROCK CREEK PALISADES	3	114	4.5	4.5	5.2	4.5
	5	112	6.1	6.2	6.5	6.3
ROCK CREEK VALLEY	3	112	4.7	4.7	5.3	4.8
	5	118	6.6	6.8	7.4	7.1
OCKING HORSE ROAD	3	109	4.1	4.3	4.5	4.2
	5	109	5.7	5.6	6.0	5.9
OLLING TERRACE	3	105	3.8	3.9	4.6	4.1
OLLINGWOOD	3	121	4.9	5.2	5.4	5.0
	5	114	6.5	6.6	6.9	6.4
OSEMARY HILLS	3	98	3.5	3.4	3.9	3.7
OSEMONT	3	108	4.1	4.1	4.6	4.1
	5	109	6.1	5.7	7.0	6.6
ADDLEBROOK	3	110	4.6	4.6	4.7	4.4
	5	107	6.0	6.0	6.4	6.2
EVEN LOCKS ROAD	3	116	4.8	5.0	5.4	4.6
	5	116	6.7	6.7	7.4	7.0
HERWOOD	3	106	3.8	4.0	4.3	4.0
	5	105	5.4	5.3	5.4	5.4
OMERSET	3	121	5.0	5.3	5.4	5.2
	5	114	6.7	6.4	6.8	6.6

MONTGOMERY COUNTY (SOUTH LAKE - WESTOVER)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
SOUTH LAKE	K-6	462	20.1	94.0	22.0	1.0	11.1	18.4	39.1
STEDWICK	K-6	656	21.9	95.7	28.0	2.0	9.4	20.7	50.0
STONEGATE	K-6	405	19.3	96.9	20.0	1.0	9.4	20.0	38.1
STRATHMORE	K-6	409	17.8	96.0	22.0	1.0	8.7	23.0	39.1
SUMMIT HALL	K-6	606	20.9	95.3	27.0	2.0	10.4	23.5	27.6
TAKOMA PARK	PK-3	509	17.9	92.4	26.3	2.0	10.4	17.0	50.7
TRAVILAH	PK-6	293	19.4	94.7	14.1	1.0	9.8	11.6	26.4
TUCKERMAN	K-6	289	21.4	96.7	12.5	1.0	8.6	14.5	48.1
TWINBROOK	PK-6	543	17.7	95.8	28.6	2.0	15.8	25.3	44.1
VIERS MILL	PK-6	594	18.8	94.4	29.6	2.0	12.5	15.5	36.4
WASHINGTON GROVE	K-6	591	20.4	94.7	27.0	2.0	11.0	24.9	51.7
WATKINS MILL	K-6	538	20.6	94.5	25.1	1.0	10.8	18.9	30.7
WAYSIDE	K-6	567	23.1	97.7	23.5	1.0	11.1	18.0	61.2
WELLER ROAD	K-6	553	20.1	95.4	26.5	1.0	12.8	22.0	40.0
WEST ROCKVILLE	PK-6	453	14.9	94.7	28.5	2.0	10.9	19.0	26.2
WESTBROOK	K-6	353	20.8	96.3	16.0	1.0	18.3	26.0	58.8
WESTOVER	K-6	361	18.1	97.0	19.0	1.0	14.4	28.0	55.0

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
SOUTH LAKE	3	109	4.0	4.0	4.6	4.3
	5	110	6.0	5.9	6.0	6.1
STEDWICK	3	113	4.5	4.5	4.7	4.4
	5	113	6.6	6.5	6.7	6.5
STONEGATE	3	110	4.3	4.5	4.6	4.2
	5	108	5.8	5.8	6.1	6.2
STRATHMORE	3	108	4.2	4.2	4.5	4.0
	5	107	6.0	5.8	6.1	5.7
SUMMIT HALL	3	108	4.1	4.3	4.9	4.7+
	5	109	5.9	5.7	6.0	6.2
TAKOMA PARK	3	100	3.6	3.6	3.8	3.6
TRAVILAH	3	104	3.7	3.9	4.2	3.7
	5	106	5.9	5.5	5.8	5.6
TUCKERMAN	3	119	4.4	4.9	5.2	4.7
	5	114	6.6	6.4	7.0	6.4
TWINBROOK	3	107	3.8	4.1	4.2	3.8
	5	112	5.8	5.8	6.1	5.9
VIERS MILL	3	104	3.8	4.0	4.3	3.8
	5	103	5.5	5.4	6.1	5.8
WASHINGTON GROVE	3	107	3.9	4.1	4.4	3.9
	5	113	5.7	5.9	6.1	6.0
WATKINS MILL	3	111	4.0	4.1	4.4	4.2
	5	109	6.5	6.2	6.4	6.2
WAYSIDE	3	112	4.5	4.5	4.9	4.5
	5	116	6.9	6.8	7.1	6.9
WELLER ROAD	3	108	4.2	4.1	4.2	3.9
	5	106	5.6	5.6	5.4	5.6
WEST ROCKVILLE	3	106	3.8	4.0	4.4	4.1
	5	115	6.0	6.1	6.3	6.5
WESTBROOK	3	115	4.7	4.9	5.0	4.3
	5	118	6.8	6.6	6.9	6.8
WESTOVER	3	116	4.9	5.1	5.7	5.0
	5	116	6.5	6.6	7.2	6.9

MONTGOMERY COUNTY (WHEATON WOODS - COL. JOSEPH BELT JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
WHEATON WOODS	K-6	513	19.3	95.5	24.5	2.0	16.8	22.0	54.7
WHETSTONE	K-6	560	18.4	95.2	28.5	2.0	14.3	18.5	59.0
WHITTIER WOODS	1-6	281	20.8	96.5	12.5	1.0	14.0	18.9	63.0
WILLIAM TYLER PAGE	K-6	341	15.9	96.0	20.5	1.0	14.2	23.0	53.5
WOOD ACRES	K-6	408	21.5	95.0	18.0	1.0	16.3	23.0	47.4
WOODFIELD	K-6	357	18.7	95.5	18.1	1.0	13.4	22.0	47.1
WOODLEY GARDENS	K-6	286	21.2	95.4	12.5	1.0	10.5	18.8	37.0
WOODLIN	K-6	257	17.7	95.6	13.5	1.0	14.9	20.8	55.2
WOODSIDE	K-4	248	14.6	93.4	16.0	1.0	14.9	18.0	58.2
WYNGATE	K-6	574	20.5	96.6	27.0	1.0	14.2	34.0	39.3
SOUTHLAWN	5-8	429	13.6	94.0	29.5	2.0	10.1	14.9	39.7
W H FARQUHAR	6-8	1,016	16.1	94.5	60.0	3.0	9.3	18.7	42.1
ARGYLE	7-9	895	14.6	95.0	58.3	3.0	8.5	18.7	44.5
BENJAMIN BANNEKER JR HIGH	7-9	942	16.1	95.7	55.5	3.0	9.6	20.8	39.3
CABIN JOHN JR HIGH	7-9	967	17.1	96.6	53.6	3.0	8.6	20.4	35.3
COL E BROOKE LEE JR	7-9	759	15.8	95.2	46.0	2.0	9.6	14.1	51.0
COL JOSEPH BELT JR HIGH	7-9	923	15.0	93.8	59.5	2.0	11.1	16.5	44.7

MONTGOMERY COUNTY (WHEATON WOODS - COL. JOSEPH BELT JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
WHEATON WOODS	3	105	4.0	3.8	4.1	3.9
	5	112	5.5	5.9	5.9	6.0
WHETSTONE	3	115	4.5	4.7	5.1	4.8
	5	110	5.9	5.9	6.2	6.2
WHITTIER WOODS	3	119	4.4	4.6	5.2	5.0
	5	115	7.6+	7.0	7.3	7.3+
WILLIAM TYLER PAGE	3	113	4.3	4.6	5.0	4.6
	5	112	6.2	6.5	6.9	6.9
WOOD ACRES	3	116	5.1	5.0	5.3	4.7
	5	114	6.7	6.7	6.9	6.6
WOODFIELD	3	114	5.0	4.7	5.3	4.5
	5	111	6.6	6.2	7.4+	6.8
WOODLEY GARDENS	3	109	4.0	4.0	4.8	4.0
	5	110	6.3	6.2	6.8	6.5
WOODLIN	3	107	4.1	4.1	4.6	4.0
	5	110	6.1	6.1	6.5	6.2
WOODSIDE	3	104	3.3	3.4	4.0	3.9
WYNGATE	3	118	4.7	4.9	5.4	4.8
	5	117	6.8	6.8	7.0	7.1
SOUTHLAWN	5	104	5.2	5.2	5.4	5.2
	7	106	6.6	6.9	6.9	7.1
W H FARQUHAR	7	107	7.6	7.5	7.6	7.6
ARGYLE	7	107	8.0	7.5	8.0	8.0
	9	111	9.6	9.3	9.7	10.1+
BENJAMIN BANNEKER JR HIGH	7	109	7.9	7.7	8.0	8.2
	9	110	9.4	9.4	9.3	9.5
CABIN JOHN JR HI	7	114	8.5	8.3	8.7	8.5
	9	118	10.1	9.9	10.4	10.2
COL E BROOKE LEE JR	7	111	8.2	7.8	8.3	8.2
	9	111	10.5+	9.5	9.9	9.8
COL JOSEPH BELT JR HIGH	7	108	7.2	7.0	7.1	7.3
	9	108	8.8	8.6	8.7	[illegible].0

MONTGOMERY COUNTY (COL. ZADOK MAGRUDER JR. - POOLESVILLE SR. JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
COL ZADOK MAGRUDER JR	7-9	1,447	16.5	92.7	84.5	3.0	12.5	25.7	57.7
DAMASCUS SR JR HIGH	9-12	1,113	15.8	90.4	67.5	3.0	15.1	13.2	69.5
EARLE B WOOD JR HIGH	7-9	1,292	19.1	96.2	64.5	3.0	13.7	26.5	65.9
EASTERN JR HIGH	7-9	761	16.2	94.8	44.0	3.0	12.5	19.3	48.9
EDWIN W BROOME JR HIGH	7-9	780	13.2	93.6	57.0	2.0	9.9	18.3	43.2
FRANCIS SCOTT KEY JR HIGH	7-9	873	15.9	94.5	51.7	3.0	10.7	23.0	56.1
GAITHERSBURG JR HIGH	7-9	1,036	15.2	92.1	65.0	3.0	15.3	21.4	51.5
HERBERT HOOVER JR HIGH	7-9	904	16.3	96.1	52.5	3.0	12.0	20.3	59.5
JOHN T BAKER	7-8	601	16.4	93.9	34.7	2.0	11.8	26.5	57.2
JULIUS WEST JR HIGH	7-9	947	15.5	94.6	58.0	3.0	10.5	16.2	44.3
KENSINGTON JR HIGH	7-10	803	14.0	94.6	54.5	3.0	10.1	22.2	47.8
LELAND JR HIGH	7-9	765	15.9	94.9	46.0	2.0	10.0	23.5	39.6
MONTGOMERY VILLAGE JR HI	7-9	863	16.0	94.4	51.0	3.0	10.5	26.3	36.1
NEWPORT JR HIGH	7-9	953	15.4	95.8	59.0	3.0	12.5	20.0	48.4
NORTH BETHESDA JR HIGH	7-9	989	16.3	96.2	58.5	2.0	12.2	23.5	55.4
PARKLAND JR HIGH	7-9	1,096	16.1	95.6	65.0	3.0	9.9	21.6	48.5
POOLESVILLE SR JR HIGH	PK,7-12	694	14.8	92.2	45.0	2.0	12.5	20.5	59.6

MONTGOMERY COUNTY (COL.ZADOK MAGRUDER JR. - POOLESVILLE SR. JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
COL ZADOK MAGRUDER JR		NO TEST RESULTS AVAILABLE				
DAMASCUS SR JR HIGH	9	112	9.2	9.2	9.0	9.4
EARLE B WOOD JR HIGH	7	117	8.5	8.4	8.8	8.9
	9	118	10.4	10.1	10.4	10.5
EASTERN JR HIGH	7	107	7.7	7.5	7.7	7.8
	9	109	9.3	9.1	9.3	9.5
EDWIN W BROOME JR HIGH	7	106	7.2	7.3	7.4	7.3
	9	108	8.5	8.4	8.7	8.6
FRANCIS SCOTT KEY JR HIGH	7	108	7.6	7.5	8.0	7.8
	9	114	9.6	9.5	9.8	9.7
GAITHERSBURG JR HIGH	7	107	7.5	7.2	7.5	7.7
	9	108	9.1	8.8	9.1	9.1
HERBERT HOOVER JR HIGH	7	115	8.6	8.4	9.0	8.7
	9	120	10.4	10.0	10.5	10.4
JOHN T BAKER	7	108	7.4	7.4	7.8	7.8
JULIUS WEST JR HIGH	7	112	8.0	7.8	8.1	8.1
	9	111	9.1	9.0	9.2	9.2
KENSINGTON JR HIGH	7	109	7.9	7.6	7.9	7.9
	9	112	9.8	9.3	9.6	9.6
LELAND JR HIGH	7	117	8.7	8.4	8.7	8.8
	9	118	10.5	10.2	10.5	10.3
MONTGOMERY VILLAGE JR HI	7	113	8.4	8.1	8.4	8.4
	9	114	10.0	9.7	9.6	9.9
NEWPORT JR HIGH	7	106	7.4	7.4	7.7	7.6
	9	108	9.1	8.9	9.3	9.0
NORTH BETHESDA JR HIGH	7	117	8.8	8.4	8.8	8.7
	9	120	10.5	10.2	10.3	10.2
PARKLAND JR HIGH	7	109	7.7	7.6	8.1	7.9
	9	112	9.3	9.1	9.6	9.4
POOLESVILLE SR JR HIGH	7	105	6.9	6.9	6.9	7.1
	9	102	8.6	8.6	8.1	8.3

MONTGOMERY COUNTY (RANDOLPH JR. HIGH - WHITE OAK JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
RANDOLPH JR HIGH	7-9	680	14.0	93.5	46.6	2.0	9.5	22.9	42.4
REDLAND	7-9	1,006	15.7	94.1	61.0	3.0	8.3	25.7	39.1
RIDGEVIEW JR	7-9	1,199	17.1	92.4	67.2	3.0	8.5	20.0	39.6
ROBERT FROST	7-8	950	17.0	96.2	53.0	3.0	11.3	18.0	48.2
ROCKVILLE HIGH	9-12	1,397	16.0	93.5	84.5	3.0	12.9	20.2	57.1
SHERWOOD SR JR HIGH	9-12	1,244	15.7	90.5	76.0	3.0	11.8	14.0	41.8
SLIGO JR HIGH	7-9	1,073	16.8	95.1	60.9	3.0	11.8	18.6	46.9
TAKOMA PARK JR HIGH	7-9	803	14.2	91.8	53.5	3.0	9.9	13.0	46.0
THOMAS S WOOTTON SR	9-12	1,836	17.2	95.8	102.6	4.0	12.5	16.3	56.7
THOMAS W PYLE JR HIGH	7-9	1,164	17.0	96.2	65.4	3.0	11.1	17.8	38.0
TILDEN JR	7-10	767	15.3	96.3	48.0	2.0	11.2	21.5	52.0
WESTERN JR HIGH	7-9	803	15.4	96.0	50.0	2.0	12.9	8.0	39.4
WHITE OAK JR HIGH	7-9	1,022	15.8	95.4	61.5	3.0	13.0	22.9	46.5

MONTGOMERY COUNTY (RANDOLPH JR. HIGH - WHITE OAK JR. HIGH)

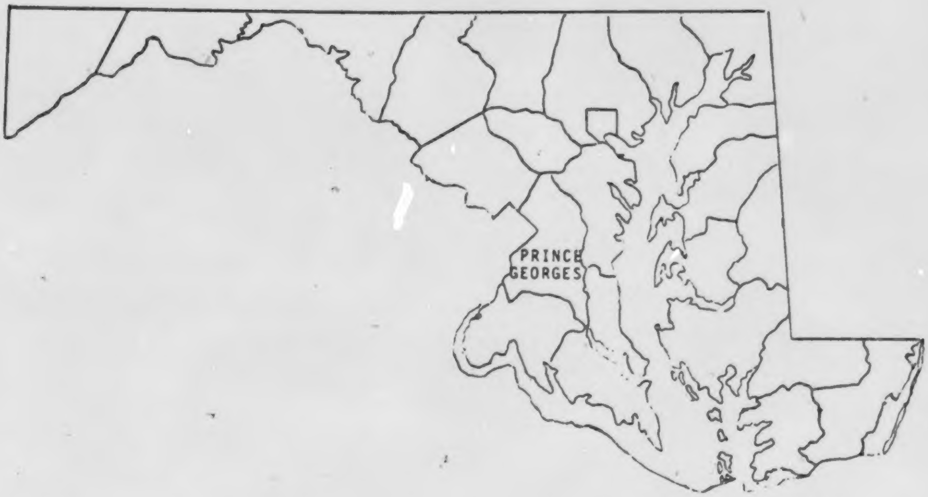
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
RANDOLPH JR HIGH	7	102	6.9	6.8	7.0	6.9
	9	104	9.0	8.2	8.7	8.7
REDLAND	7	112	8.1	7.9	8.2	8.2
	9	113	9.4	9.3	9.2	9.4
RIDGEVIEW JR	7	108	7.7	7.7	7.7	7.6
	9	109	9.0	9.1	9.1	8.9
ROBERT FROST	7	112	8.5	8.5	8.8	8.7
ROCKVILLE HIGH	9	110	9.1	9.1	9.2	9.5
SHERWOOD SR JR HIGH	9	108	9.2	9.1	9.1	9.1
SLIGO JR HIGH	7	109	7.6	7.5	7.5	7.8
	9	110	9.4	9.1	9.6	9.4
TAKOMA PARK JR HI	7	100	6.6	6.6	7.0	6.6
	9	105	8.4	8.2	8.8	8.4
THOMAS S WOOTTON SR	9	116	10.0	9.8	10.2	10.1
THOMAS W PYLE JR HIGH	7	116	9.0	8.8	9.1	9.1
	9	119	10.6	10.2	10.5	10.6
TILDEN JR	7	114	8.7	8.3	9.0	8.6
	9	117	10.3	10.0	10.6	10.2
WESTERN JR HIGH	7	115	8.6	8.5	9.0	8.5
	9	116	10.3	9.9	10.2	10.0
WHITE OAK JR HIGH	7	112	8.4	8.2	8.6	8.5
	9	115	9.9	9.8	9.8	9.9

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

PRINCE GEORGE'S COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	99	100	100	101
	5	99	103	102	103
	7	103	104	103	104
	9	101	104	106	105
VOCABULARY (ITBS)	3	3.5	3.5	3.6	3.6
	5	5.2	5.2	5.2	5.2
	7	6.9	6.8	6.8	6.8
	9	8.5	8.3	8.4	8.3
READING COMPREHENSION (ITBS)	3	3.6	3.7	3.8	3.8
	5	5.3	5.3	5.3	5.3
	7	6.9	6.8	6.9	6.8
	9	8.1	8.4	8.4	8.3
LANGUAGE TOTAL (ITBS)	3	3.9	4.0	4.1	4.2
	5	5.3	5.5	5.6	5.6
	7	7.0	6.8	7.0	7.0
	9	8.5	8.4	8.5	8.4
MATHEMATICAL TOTAL (ITBS)	3	3.6	3.6	3.7	3.7
	5	5.5	5.5	5.5	5.5
	7	7.3	7.1	7.1	7.1
	9	8.7	8.6	8.6	8.4

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	10,081	90	158	101	16.0	3.6	1.1
	5	10,819	93	158	103	16.3	5.2	1.6
	7	12,431	91	41	104	16.5	6.8	1.9
	9	12,036	91	42	105	16.8	8.3	2.0
(2) READING COMPRE-HENSION	3	10,081	89	158	101	16.0	3.8	1.2
	5	10,819	93	158	103	16.3	5.3	1.5
	7	12,431	92	41	104	16.5	6.8	1.8
	9	12,036	91	42	105	16.8	8.3	2.0
(3) SPELLING	3	10,081	90	158	101	16.0	4.2	1.4
	5	10,819	93	158	103	16.3	5.5	1.8
	7	12,431	91	41	104	16.5	7.0	2.1
	9	12,036	91	42	105	16.8	8.2	2.4
(4) CAPITAL-IZATION	3	10,081	89	158	101	16.0	4.0	1.3
	5	10,819	93	158	103	16.3	5.6	1.7
	7	12,431	91	41	104	16.5	6.9	2.1
	9	12,036	90	42	105	16.8	8.4	2.4
(5) PUNCTUATION	3	10,081	89	158	101	16.0	4.1	1.4
	5	10,819	93	158	103	16.3	5.5	1.7
	7	12,431	91	41	104	16.5	6.8	2.1
	9	12,036	90	42	105	16.8	8.2	2.3

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	10,081	89	158	101	16.0	4.0	1.2
	5	10,819	93	158	103	16.3	5.6	1.7
	7	12,431	91	41	104	16.5	7.1	2.0
	9	12,036	91	42	105	16.8	8.4	2.3
(7) LANGUAGE TOTAL	3	10,081	86	158	101	16.0	4.2	1.2
	5	10,819	91	158	103	16.3	5.6	1.5
	7	12,431	88	41	104	16.5	7.0	1.8
	9	12,036	86	42	105	16.8	8.4	2.1
(8) MATHEMATICAL CONCEPTS	3	10,081	91	158	101	16.0	3.7	1.0
	5	10,819	93	158	103	16.3	5.5	1.4
	7	12,431	92	41	104	16.5	7.2	1.7
	9	12,036	91	42	105	16.8	8.5	2.0
(9) MATHEMATICAL PROBLEMS	3	10,081	90	158	101	16.0	3.7	1.1
	5	10,819	93	158	103	16.3	5.4	1.4
	7	12,431	92	41	104	16.5	6.9	1.7
	9	12,036	91	42	105	16.8	8.2	2.0
(10) MATHEMATICAL TOTAL	3	10,081	90	158	101	16.0	3.7	1.0
	5	10,819	92	158	103	16.3	5.5	1.3
	7	12,431	91	41	104	16.5	7.1	1.6
	9	12,036	90	42	105	16.8	8.4	1.9

PRINCE GEORGES COUNTY (ACCOKEEK - BERWYN HEIGHTS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ACCOKEEK	K-6	272	16.7	97.4	15.3	1.0	15.9	20.0	12.9
ADELPHI	K-6	597	20.4	95.3	27.3	2.0	7.8	14.9	28.3
AGER ROAD	K-6	406	19.0	91.9	20.4	1.0	11.5	20.3	24.3
ALLENWOOD	K-6	425	19.7	95.9	20.6	1.0	9.9	16.0	30.5
ANDREWS AIR FORCE BASE	K-6	455	20.4	95.4	21.2	1.0	10.3	19.0	21.6
APPLE GROVE	K-6	394	18.3	80.5	20.5	1.0	15.3	28.0	25.1
ARDMORE	K-6	517	20.1	97.2	24.7	1.0	10.1	21.1	19.5
ARROWHEAD	K-6	540	19.9	96.6	25.2	2.0	11.9	16.5	32.7
AVALON	K-6	479	21.5	94.8	21.3	1.0	14.0	19.0	23.8
BADEN	3-6	398	19.1	96.2	19.8	1.0	13.9	26.0	16.8
BARNABY MANOR	K-6	508	19.2	95.5	25.5	1.0	9.1	21.0	47.2
BEACON HEIGHTS	K-6	497	21.3	96.3	22.3	1.0	13.7	20.0	24.9
BEAVER HEIGHTS	PK-6	339	17.6	95.4	18.3	1.0	12.4	15.0	26.4
BELTSVILLE	K-6	592	18.6	97.8	29.8	2.0	11.9	14.7	41.2
BERKSHIRE	K-6	556	23.1	96.0	23.1	1.0	12.6	20.0	41.1
BERWYN HEIGHTS	K-6	304	17.8	96.9	16.1	1.0	15.9	19.0	42.1

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ACCOKEEK	3	100	3.6	3.6	4.1	3.7
	5	102	5.2	5.5	5.2	5.6
ADELPHI	3	96	3.5	3.4	4.2	3.6
	5	102	5.1	5.1	5.7	5.3
AGER ROAD	3	95	3.4	3.2	3.7	3.6
	5	106	5.3	5.1	5.7	5.5
ALLENWOOD	3	107	4.2	4.5	4.7	3.9
	5	107	5.4	5.6	6.1	6.0
ANDREWS AIR FORCE BASE	3	103	3.7	3.8	4.3	3.7
	5	107	5.0	5.7	5.5	5.9
APPLE GROVE	3	105	3.9	3.8	4.2	3.7
	5	101	5.2	5.2	5.9	5.3
ARDMORE	3	99	3.5	3.6	4.0	3.7
	5	103	5.2	5.1	5.7	5.2
ARROWHEAD	3	101	3.5	3.7	4.2	3.6
	5	103	5.5	5.5	6.1	6.3+
AVALON	3	103	3.5	3.9	4.1	3.5
	5	102	4.8	5.0	5.1	5.0
BADEN	3	96	3.2	3.5	3.9	3.3
	5	93	4.6	4.8	4.9	4.8
BARNABY MANOR	3	96	3.2	3.4	3.9	3.4
	5	101	4.8	4.8	5.7	5.1
BEACON HEIGHTS	3	98	3.1	3.1	3.6	3.3
	5	102	4.7	4.8	4.9	5.1
BEAVER HEIGHTS	3	100	4.0	4.1	4.8+	3.9
	5	102	4.7	4.7	5.2	5.2
BELTSVILLE	3	106	3.9	4.1	4.5	3.9
	5	109	5.6	5.9	5.8	5.6
BERKSHIRE	3	98	3.1	3.2	3.8	3.2
	5	104	4.8	4.9	4.9-	5.0-
BERWYN HEIGHTS	3	102	3.6	3.6	4.0	3.6
	5	103	5.1	5.3	5.3	5.5

PRINCE GEORGE'S COUNTY (BLADENSBURG - CHESTNUT HILLS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
BLADENSBURG	K-6	613	19.8	96.0	29.0	2.0	9.8	17.5	30.6
BOND MILL	K-6	534	19.7	97.3	25.1	2.0	11.1	26.0	40.9
BRADBURY HEIGHTS	K-6	453	19.3	95.2	22.5	1.0	8.2	23.0	18.3
BRANDYWINE	K-6	518	17.2	98.1	28.1	2.0	12.2	22.3	27.6
BRENTWOOD	PK-6	194	19.4	96.2	9.0	1.0	11.9	16.0	27.0
BUCKINGHAM	K-6	399	18.8	98.2	20.2	1.0	12.4	35.0	29.2
CALVERTON	K-6	563	21.0	97.3	24.8	2.0	16.1	25.9	38.4
CAMP SPRINGS	K-6	364	17.7	96.5	19.5	1.0	12.2	21.0	51.2
CAPITOL HEIGHTS	K-6	424	18.7	93.0	20.6	2.0	12.9	25.0	26.0
CARMODY HILLS	PK-6	454	19.9	96.7	21.7	1.0	9.9	21.0	28.6
CAROLE HIGHLANDS	K-6	585	22.1	96.1	24.5	2.0	9.7	19.5	46.4
CARROLLTON	K-6	402	19.6	95.2	19.5	1.0	12.4	21.0	26.8
CATHERINE T REED	K-6	518	20.3	94.2	23.5	2.0	11.3	23.0	28.3
CHAPEL FORGE	K-6	500	20.1	98.0	23.8	1.0	14.5	22.0	50.7
CHEROKEE	K-6	537	20.3	95.4	24.4	2.0	14.2	20.3	23.9
CHESTNUT HILLS	K-6	446	19.7	95.6	21.6	1.0	13.1	13.0	22.1

PRINCE GEORGE'S COUNTY (BLADENSBURG - CHESTNUT HILLS)

ABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

RINCE GEORGES COUNTY
CHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ADENSBURG	3	100	3.1	3.4	4.3	3.4
	5	96	4.4	4.4	5.0	4.9
ND MILL	3	107	4.2	4.4	4.7	4.2
	5	110	6.1	6.3	6.3	6.3
ADBURY HEIGHTS	3	95	3.0	3.1	3.4	3.1
	5	95	4.6	5.0	4.9	4.6
ANDYWINE	3	104	3.6	3.8	3.8	3.7
	5	102	5.1	5.3	5.4	5.4
ENTWOOD	3	96	2.7	3.1	3.3	3.4
	5	98	4.2	4.0-	4.7	4.9
CKINGHAM	3	102	3.6	3.7	4.1	3.9
	5	109	5.8	5.7	6.2	5.8
LVERTON	3	109	4.2	4.3	4.7	4.3
	5	110	6.2	6.5	6.5	6.3
P SPRINGS	3	101	3.9	3.6	4.2	3.7
	5	101	5.2	5.2	5.4	5.3
ITOL HEIGHTS	3	91	3.4	3.4	3.6	3.2
	5	97	4.8	4.8	5.2	4.9
MODY HILLS	3	96	3.6	3.6	4.3	3.5
	5	103	4.9	5.0	5.4	5.1
OLE HIGHLANDS	3	99	3.4	3.4	4.0	3.4
	5	104	5.1	5.0	5.7	5.2
ROLLTON	3	103	4.5	3.6	4.4	3.6
	5	107	6.0	5.5	7.0+	6.0
HERINE T REED	3	95	3.1	3.2	3.5	3.2
	5	97	4.9	4.9	5.0	5.0
PEL FORGE	3	112	4.3	4.5	4.8	4.3
	5	110	6.4	6.4	6.5	6.4
ROKEE	3	105	4.0	4.3	4.6	4.2
	5	108	5.3	5.3	5.7	5.6
STNUT HILLS	3	107	4.2	4.4	4.6	4.0
	5	107	5.6	5.6	5.7	5.7

PRINCE GEORGE'S COUNTY (CHEVERLY TUXEDO -EDMONSTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CHEVERLY TUXEDO	[illegible]	262	19.0	96.0	12.8	1.0	15.6	22.0	33.3
CHILLUM	K-6	442	21.3	95.3	19.7	1.0	10.6	23.8	15.0
CLINTON GROVE	K-6	534	19.5	97.7	25.4	2.0	10.9	17.8	29.6
COLLEGE PARK	K-6	222	18.7	97.5	10.9	1.0	14.1	16.0	58.8
COLMAR MANOR	K-6	349	19.3	94.2	17.1	1.0	10.9	25.0	37.0
COLUMBIA PARK	PK-6	587	20.7	89.9	26.3	2.0	11.0	18.1	19.8
CONCORD	K-6	531	19.6	95.7	26.1	1.0	11.5	14.0	27.7
COOPER LANE	K-6	438	19.9	95.7	21.0	1.0	9.7	29.0	21.8
CRESTVIEW	K-6	511	22.0	97.1	22.2	1.0	13.9	11.0	17.2
DEERFIELD RUN	K-6	717	21.7	95.3	31.0	2.0	7.9	15.3	27.3
DISTRICT HEIGHTS	3-6	310	17.3	95.9	16.9	1.0	11.7	32.0	19.0
DODGE PARK	K-6	679	21.7	95.8	29.3	2.0	8.5	22.5	31.9
DOSWELL E BROOKS	K-6	552	19.9	92.8	25.7	2.0	9.6	33.0	38.6
DOUGLASS	K-6	244	18.3	97.2	12.3	1.0	12.9	18.0	12.7
EDGAR ALLAN POE	K-4	407	23.1	94.6	16.6	1.0	9.9	27.9	33.5
EDMONSTON	K-6	224	18.4	95.3	11.2	1.0	15.5	10.0	20.5

PRINCE GEORGE'S COUNTY (CHEVERLY TUXEDO - EDMONSTON)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CHEVERLY TUXEDO	3	107	4.5	4.7	5.5+	4.6+
	5	105	6.1	5.9	7.2+	6.5+
CHILLUM	3	100	3.4	3.6	3.9	3.4
	5	105	5.3	5.4	6.4	5.7
CLINTON GROVE	3	107	3.9	4.3	5.0	4.1
	5	105	5.5	5.5	5.9	5.6
COLLEGE PARK	3	108	4.1	4.3	4.6	4.3
	5	105	5.8	6.0	6.0	5.9
COLMAR MANOR	3	93	2.9	3.4	3.3	3.4
	5	102	4.7	4.7	5.3	5.0
COLUMBIA PARK	3	92	3.0	3.3	3.3	3.1
	5	99	4.6	4.8	5.0	5.0
CONCORD	3	96	3.9	3.6	4.5	3.9
	5	93	4.8	5.0	5.3	5.2
COOPER LANE	3	97	3.1	3.4	3.9	3.4
	5	96	4.5	4.7	5.3	5.0
CRESTVIEW	3	105	3.9	4.2	4.6	3.9
	5	108	5.8	6.0	6.2	6.0
DEERFIELD RUN	3	106	3.9	4.0	4.4	3.8
	5	108	6.5	5.5	6.4	6.4
DISTRICT HEIGHTS	3	103	3.3	3.6	4.3	3.7
	5	100	4.5	4.8	5.2	5.1
DODGE PARK	3	94	2.6-	2.9	3.1	3.0
	5	92	3.7	4.0	4.2	4.2
DOSWELL E BROOKS	3	96	3.1	3.1	3.7	3.1
	5	94	4.4	4.6	4.7	4.7
DOUGLASS	3	102	3.6	3.7	3.9	3.5
	5	102	5.1	5.2	5.4	5.1
EDGAR ALLAN POE	3	102	3.3	3.4	3.8	3.3
EDMONSTON	3	96	2.6-	3.0	3.3	3.5
	5	96	4.4	4.6	5.1	5.0

PRINCE GEORGE'S COUNTY (FLINTSTONE - HARMONY HALL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
FLINTSTONE	K-6	353	20.3	94.8	16.4	1.0	12.9	17.6	24.1
FOREST HEIGHTS	K-6	440	19.9	94.9	21.1	1.0	12.0	20.0	33.5
FORESTVILLE	K-6	403	18.4	95.4	20.9	1.0	13.5	32.0	32.0
FORT FOOTE	K-6	448	20.6	97.8	20.7	1.0	12.5	26.0	15.2
FORT WASHINGTON FOREST	K-6	491	20.2	96.5	23.3	1.0	10.7	17.0	15.6
FOX HILL	K-6	324	18.4	96.6	16.6	1.0	17.4	20.0	23.9
FRANCIS T EVANS	K-6	609	20.3	96.6	29.0	1.0	11.7	14.0	29.0
GAYWOOD	K-6	375	17.9	98.5	20.0	1.0	11.2	10.0	45.2
GLASSMANOR	K-6	361	19.5	96.5	17.5	1.0	9.1	27.0	23.2
GLENARDEN WOODS	K-6	301	17.5	96.8	16.2	1.0	11.5	10.5	36.6
GLENN DALE	K-6	342	18.6	94.5	17.4	1.0	10.9	16.0	17.4
GREEN VALLEY	K-6	396	18.4	94.6	20.5	1.0	12.4	14.0	41.9
GREENBELT	K-6	430	16.4	95.8	25.2	1.0	11.2	14.6	47.7
GREENBELT NORTH END	K-6	403	20.3	95.8	18.9	1.0	8.9	15.5	32.2
HAPPY ACRES	K-6	251	17.3	95.4	13.5	1.0	10.8	21.0	18.6
HARMONY HALL	K-6	662	18.2	96.9	34.4	2.0	10.5	27.5	33.8

PRINCE GEORGE'S COUNTY (FLINTSTONE - HARMONY HALL)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
FLINTSTONE	3	103	3.4	3.9	4.3	3.8
	5	107	5.3	5.9	6.1	5.6
FOREST HEIGHTS	3	96	3.0	3.0	3.5	3.2
	5	97	4.9	4.8	4.8	4.8
FORESTVILLE	3	96	3.1	3.1	3.5	3.2
	5	100	3.9-	4.6	4.7	5.0
FORT FOOTE	3	99	3.3	3.5	3.7	3.5
	5	100	5.0	4.9	5.1	5.2
FORT WASHINGTON FOREST	3	109	4.3	4.6	4.6	4.2
	5	109	5.9	6.1	6.4	6.0
FOX HILL	3	97	3.5	3.9	4.1	3.7
	5	111	6.1	6.3	6.4	6.5
FRANCIS T EVANS	3	105	3.9	3.9	4.2	3.8
	5	107	5.3	5.4	6.1	5.8
GAYWOOD	3	99	3.5	3.6	4.6	3.8
	5	103	5.2	5.6	5.8	5.7
GLASSMANOR	3	99	3.2	3.4	4.1	3.5
	5	98	4.6	4.8	5.1	4.9
GLENARDEN WOODS	3	96	3.6	3.7	4.5	3.6
	5	98	5.7	5.3	5.8	5.5
GLENN DALE	3	101	3.6	3.6	4.2	3.8
	5	103	5.2	5.4	5.4	5.2
GREEN VALLEY	3	99	3.4	3.4	4.0	3.5
	5	102	4.8	4.8	5.1	4.9
GREENBELT	3	106	3.5	3.6	3.9	3.8
	5	102	5.2	5.3	5.2	5.3
GREENBELT NORTH END	3	101	3.2	3.3	4.1	3.5
	5	94	4.3	4.6	5.0	5.0
HAPPY ACRES	3	103	4.3	3.9	5.2+	4.4+
	5	97	5.2	5.5	5.8	5.9+
HARMONY HALL	3	109	4.2	4.7	4.7	4.3
	5	113	6.2	6.3	6.5	6.2

PRINCE GEORGE'S COUNTY (HEATHER HILLS - JOHN H. BAYNE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
HEATHER HILLS	K-6	288	18.3	96.6	14.7	1.0	14.7	15.2	31.8
HENRY G FERGUSON	K-6	408	18.8	95.2	20.7	1.0	11.1	26.9	13.8
HIGH BRIDGE	K-6	405	15.5	92.6	25.1	1.0	12.9	22.0	45.5
HILLCREST HEIGHTS	K-6	481	20.6	98.1	22.3	1.0	16.3	11.0	21.5
HOLLY PARK	K-6	212	9.0	94.0	22.5	1.0	11.6	31.0	32.3
HOLLYWOOD	K-6	371	19.0	95.6	18.5	1.0	13.5	30.0	43.6
HYATTSVILLE	K-6	567	21.4	93.6	24.5	2.0	10.4	18.0	31.3
INDIAN QUEEN ELEM	K-6	573	19.8	96.9	26.9	2.0	10.4	20.3	36.0
J ENDS RAY	K-6	369	19.1	96.2	18.2	1.0	15.0	29.0	41.0
J FRANK DENT	K-6	385	19.7	96.2	18.5	1.0	13.9	19.0	29.2
JAMES H HARRISON	K-6	597	21.5	95.1	25.7	2.0	9.1	16.0	32.5
JAMES MCHENRY	K-6	499	21.5	96.2	22.2	1.0	10.4	11.0	28.9
JAMES RYDER RANDALL	K-6	404	13.1	95.9	29.7	1.0	11.5	25.0	41.4
JOHN CARROLL	PK-6	355	15.1	93.4	22.6	1.0	9.2	19.0	42.0
JOHN EAGER HOWARD	K-6	540	19.0	90.3	26.4	2.0	11.0	16.7	30.0
JOHN H BAYNE	K-6	556	19.3	93.9	26.8	2.0	8.2	18.8	8.7

PRINCE GEORGE'S COUNTY (HEATHER HILLS - JOHN H. BAYNE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGF GE
HEATHER HILLS	3	111	4.4	4.7	5.0	4.3
	5	111	6.0	6.1	6.7	6.0
HENRY G FERGUSON	3	100	3.4	3.8	3.8	3.6
	5	102	5.1	5.3	5.4	5.3
HIGH BRIDGE	3	98	3.5	3.7	4.0	3.6
	5	105	5.4	5.4	6.2	6.0
HILLCREST HEIGHTS	3	90	3.3	3.7+	4.0	3.6+
	5	103	4.7	4.8	5.3	5.3
HOLLY PARK	3	101	4.2	4.8+	4.8	4.0
	5	100	5.5	5.1	5.6	5.6
HOLLYWOOD	3	109	4.0	4.3	4.4	4.2
	5	104	5.4	5.7	6.0	5.7
HYATTSVILLE	3	106	3.3	3.8	4.2	4.1
	5	101	4.9	4.8	5.3	5.3
INDIAN QUEEN ELEM	3	106	3.6	3.7	4.3	3.8
	5	109	5.5	5.3	5.6	5.8
J ENOS RAY	3	100	3.5	3.5	3.8	3.4
	5	97	4.8	4.9	5.2	5.3
J FRANK DENT	3	97	3.5	3.7	3.9	3.4
	5	105	5.3	5.3	6.3	5.8
JAMES H HARRISON	3	105	4.0	4.3	4.6	4.1
	5	106	5.7	5.8	5.6	5.8
JAMES MCHENRY	3	109	3.7	3.9	4.2	3.3
	5	101	7.1+	4.9	5.4	5.2
JAMES RYDER RANDALL	3	107	3.9	4.4	4.9	4.2
	5	103	5.6	5.7	6.4	5.7
JOHN CARROLL	3	96	3.4	3.7	3.7	3.7
	5	97	4.4	4.9	5.0	4.9
JOHN EAGER HOWARD	3	106	3.6	3.7	3.9	3.9
	5	103	4.9	5.1	5.6	5.2
JOHN H BAYNE	3	105	3.7	3.8	4.5	3.9
	5	99	4.7	5.1	5.4	5.1

PRINCE GEORGE'S COUNTY (KENILWORTH - MARLTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
KENILWORTH	K-6	500	18.3	96.9	25.3	2.0	14.3	28.0	40.7
KENMOOR	K-6	478	19.2	95.4	22.9	1.0	10.2	30.7	37.3
KENTLAND	PK-6	610	20.9	94.5	27.2	2.0	10.5	17.3	35.0
KETTERING	K-6	529	18.2	97.9	27.0	2.0	11.8	20.7	37.9
LAMONT	K-6	472	21.3	91.8	21.2	1.0	12.1	17.0	24.8
LANDOVER HILLS	K-6	381	19.1	95.6	19.0	1.0	13.8	15.0	27.5
LANGLEY PARK	K-6	705	22.8	95.4	28.9	2.0	10.1	25.5	29.1
LANHAM	K-6	343	18.8	95.9	17.2	1.0	13.2	24.0	46.1
LAUREL	K-6	480	21.3	97.8	21.5	1.0	9.8	22.0	33.8
LEWISDALE	1-5	398	18.8	97.0	20.1	1.0	12.5	20.0	24.8
LONGFIELDS	K-6	649	19.8	96.0	30.8	2.0	11.2	20.4	22.3
LYNDON HILL	K-6	491	21.2	97.8	21.2	2.0	9.8	26.0	26.7
MAGNOLIA	K-6	462	23.0	99.3	19.0	1.0	8.9	15.0	34.4
MARGARET A EDMONSTON	PK-6	538	21.6	99.3	23.9	1.0	11.2	14.0	27.3
MARGARET BRENT	K-6	311	18.2	97.2	16.1	1.0	13.1	22.0	28.7
MARLTON	K-6	533	20.3	97.2	25.2	1.0	12.0	21.5	25.6

PRINCE GEORGE'S COUNTY (KENILWORTH - MARLTON)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
KENILWORTH	3	107	4.1	4.4	4.5	4.1
	5	107	5.9	5.9	6.0	5.9
KENMOOR	3	97	3.6	3.6	4.0	3.8
	5	100	5.0	4.9	5.4	5.5
KENTLAND	3	96	3.0	3.1	3.3	3.3
	5	100	4.3	4.5	4.9	4.9
KETTERING	3	109	3.9	4.2	4.6	4.1
	5	111	6.0	6.2	6.2	6.5
LAMONT	3	104	3.8	3.9	4.6	3.8
	5	101	5.0	5.2	5.9	5.4
LANDOVER HILLS	3	94	3.2	3.4	3.9	3.3
	5	99	4.4	4.7	4.9	5.0
LANGLEY PARK	3	96	3.1	3.2	3.7	3.5
	5	100	5.0	4.8	5.0	5.3
LANHAM	3	99	3.3	3.5	3.6	3.3
	5	101	5.4	5.3	5.4	5.3
LAUREL	3	103	4.0	4.5	4.7	3.9
	5	108	5.4	5.6	6.2	5.7
LEWISDALE	3	101	3.3	3.7	4.0	3.6
	5	103	5.0	4.9	5.6	5.5
LONGFIELDS	3	92	3.0	3.1	3.6	3.1
	5	94	4.3	4.4	4.8	4.8
LYNDON HILL	3	99	3.8	3.6	4.1	3.5
	5	100	4.8	5.0	5.2	5.1
MAGNOLIA	3	101	3.9	4.0	4.4	4.0
	5	105	5.7	5.6	6.0	5.9
MARGARET A EDMONSTON	3	102	3.8	4.1	4.2	3.8
	5	103	5.3	5.3	5.7	5.4
MARGARET BRENT	3	95	3.4	3.3	3.9	3.5
	5	103	5.1	5.3	5.6	5.4
MARLTON	3	101	3.8	4.1	4.3	3.8
	5	105	5.5	5.8	6.1	5.7

PRINCE GEORGE'S COUNTY (MATTAPONI - PALMER PARK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
MATTAPONI	K-6	523	20.2	96.8	24.9	1.0	11.4	26.0	26.6
MATTHEW HENSON	K-6	522	20.6	94.6	23.3	2.0	10.5	18.3	31.6
MEADOWBROOK	K-6	477	19.8	96.6	23.1	1.0	14.0	21.0	38.2
MELWOOD	K-6	552	20.0	96.9	25.6	2.0	12.4	24.5	34.4
MIDDLETON VALLEY	K-6	567	19.8	97.2	26.6	2.0	11.7	27.0	10.5
MONTPELIER	K-6	529	19.8	96.1	24.7	2.0	10.4	33.9	27.8
MORNINGSIDE	K-6	412	20.6	99.2	19.0	1.0	11.8	30.0	30.0
NORTH FORESTVILLE	PK-6	425	17.0	96.1	24.0	1.0	10.9	16.0	36.1
O W PHAIR	K-6	318	17.6	96.2	17.1	1.0	13.6	26.0	54.7
OAKCREST	K-6	654	21.6	95.3	28.3	2.0	11.5	15.0	33.7
OAKLANDS	K-6	500	20.6	97.5	23.3	1.0	15.1	20.0	17.3
OVERLOOK	K-6	315	18.0	99.6	16.5	1.0	10.0	23.0	46.3
OWENS ROAD	K-6	448	20.3	95.6	21.1	1.0	13.3	14.0	21.3
OXON HILL	K-6	665	22.5	94.3	27.5	2.0	10.4	18.0	16.9
PAINT BRANCH	K-6	485	19.0	97.0	24.5	1.0	9.5	14.0	49.0
PALMER PARK	K-6	384	19.5	92.7	18.7	1.0	11.5	16.0	20.3

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
MATTAPONI	3	104	3.9	4.0	4.5	3.9
	5	108	5.6	5.6	6.2	5.8
MATTHEW HENSON	3	97	4.6+	3.4	4.3	3.6
	5	103	5.3	5.3	5.7	5.7
MEADO*BROOK	3	105	4.1	4.3	4.5	4.0
	5	113	6.4	6.3	6.3	6.3
MELWOOD	3	102	3.7	3.7	3.9	3.8
	5	102	4.9	5.2	5.3	5.5
MIDDLETON VALLEY	3	107	4.1	3.9	4.4	3.9
	5	109	5.4	5.6	5.8	6.1
MONTPELIER	3	108	4.5	4.7	5.2	4.3
	5	111	6.3	6.2	6.5	6.3
MORNINGSIDE	3	95	3.0	3.1	3.4	3.1
	5	91	4.7	4.8	4.5	4.7
NORTH FORESTVILLE	3	103	3.8	3.8	3.9	3.6
	5	103	5.2	5.3	5.6	5.1
O W PHAIR	3	100	3.9	3.9	4.3	4.1
	5	100	5.1	5.0	5.3	5.3
OAKCREST	3	97	3.4	3.8	4.1	3.7
	5	101	4.5	4.6	5.1	5.1
OAKLANDS	3	99	3.8	3.9	4.1	3.5
	5	98	5.3	5.4	5.5	5.2
OVERLOOK	3	100	3.4	3.3	3.6	3.3
	5	101	4.4	4.6	4.7-	4.7-
OWENS ROAD	3	95	3.6	3.7	4.1	3.5
	5	96	5.7+	4.6	6.4+	6.1+
OXON HILL	3	101	3.4	3.5	4.0	3.7
	5	99	5.2	5.1	5.5	5.2
PAINT BRANCH	3	102	3.5	4.0	4.2	3.9
	5	101	5.1	5.4	5.3	5.4
PALMER PARK	3	98	3.0	3.1	3.8	3.4
	5	97	4.3	4.7	4.8	4.7

PRINCE GEORGE'S COUNTY (PANORAMA - ROGERS HEIGHTS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
PANORAMA	K-6	256	19.0	96.9	12.5	1.0	14.0	26.0	28.9
PARKLAWN	K-6	340	21.3	96.9	15.0	1.0	10.8	12.0	39.4
PARKWAY	K-6	315	20.1	94.4	14.6	1.0	13.9	19.0	28.7
PATUXENT	K-6	501	19.6	95.9	24.5	1.0	11.7	27.0	26.2
PHILLIS E WILLIAMS	K-6	424	24.7	97.1	15.2	2.0	8.8	14.3	33.1
POINTER RIDGE	K-6	610	20.9	95.8	27.1	2.0	9.4	14.0	25.0
POWDER MILL	K-6	554	19.9	94.9	25.8	2.0	13.6	17.7	23.4
PRINCETON	K-6	466	19.5	96.2	22.9	1.0	9.2	26.0	20.9
RANDOLPH VILLAGE	K-6	510	21.5	96.1	22.7	1.0	9.2	13.6	32.5
RIDGECREST	K-6	536	20.6	96.4	24.0	2.0	12.8	19.0	36.5
RITCHIE	K-6	453	21.0	97.5	20.6	1.0	14.0	20.5	35.2
RIVERDALE	K-6	570	20.6	94.0	26.7	1.0	9.4	12.0	18.6
RIVERDALE HILLS	K-6	344	17.9	94.2	17.2	2.0	11.4	29.0	27.1
ROBERT FROST	K-6	302	17.9	99.6	15.9	1.0	8.9	15.0	39.6
ROCKLEDGE	K-6	540	19.4	97.0	25.8	2.0	12.3	19.5	30.9
ROGERS HEIGHTS	K-6	586	19.3	93.2	28.4	2.0	11.6	12.5	33.9

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
PANORAMA	3	107	4.2	3.9	4.9	4.0
	5	103	5.4	5.0	6.0	4.8-
PARKLAWN	3	101	3.2	3.3	3.8	3.3
	5	101	4.5	4.6	4.7-	4.6-
PARKWAY	3	104	3.5	3.3	3.9	3.7
	5	103	5.0	4.9	5.4	5.4
PATUXENT	3	104	3.6	3.6	3.8	3.7
	5	101	4.9	5.3	5.3	5.4
PHILLIS E WILLIAMS	3	104	3.8	4.3	4.5	3.8
	5	102	5.3	5.2	5.5	5.2
POINTER RIDGE	3	108	4.0	4.2	4.4	4.1
	5	109	5.9	6.1	6.3	6.5
POWDER MILL	3	106	3.6	3.7	4.5	4.0
	5	106	5.5	5.5	6.1	5.7
PRINCETON	3	105	3.9	3.9	4.6	4.1
	5	103	5.3	5.1	5.6	5.5
RANDOLPH VILLAGE	3	102	3.3	3.6	3.8	3.7
	5	98	4.7	4.9	5.2	5.2
RIDGECREST	3	98	3.5	3.6	4.2	3.7
	5	99	5.2	5.0	5.6	5.5
RITCHIE	3	97	3.6	3.7	3.8	3.6
	5	102	5.1	5.2	5.1	5.3
RIVERDALE	NO TEST RESULTS AVAILABLE					
RIVERDALE HILLS	3	102	2.9-	3.2	3.9	3.1-
	5	100	5.1	5.1	5.6	5.6
OBERT FROST	3	104	4.0	4.1	5.0	4.4
	5	103	6.1	5.7	6.5	6.1
OCKLEDGE	3	114	4.6	4.9	5.1	4.5
	5	110	6.1	6.2	6.5	6.2
OGERS HEIGHTS	3	97	3.2	3.5	4.2	3.6
	5	101	5.0	5.1	5.5	5.4

PRINCE GEORGE'S COUNTY (ROSE VALLEY - TAYAC)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
ROSE VALLEY	K-6	558	20.0	96.9	26.9	1.0	9.2	18.4	22.6
ROSECROFT PARK	PK-6	349	18.2	97.0	18.2	1.0	13.5	19.5	23.0
SAMUEL F B MORSE	K-6	565	19.9	94.7	26.4	2.0	10.3	15.0	26.2
SAMUEL CHASE	K-6	487	23.0	95.4	20.2	1.0	13.8	17.0	36.3
SANDYMOUNT	K-6	448	22.0	96.1	19.4	1.0	8.4	18.0	27.0
SEABROOK	K-6	487	21.2	95.2	22.0	1.0	10.6	28.0	23.9
SEAT PLEASANT	K-6	476	20.3	94.4	22.5	1.0	8.9	30.0	29.8
SHADYSIDE	K-6	366	18.2	94.6	19.1	1.0	12.7	19.0	23.9
SILVER HILL	K-6	321	17.8	97.0	17.0	1.0	14.7	15.0	16.7
SKYLINE	K-6	322	14.2	97.3	21.6	1.0	10.4	13.0	46.9
SOMERSET	K-6	339	17.8	91.7	18.0	1.0	13.5	10.0	34.9
SPRINGHILL LAKE	K-6	666	21.3	95.9	29.2	2.0	10.4	25.5	26.6
SURRATTSVILLE	K-6	451	21.2	96.6	20.3	1.0	13.7	12.0	18.8
TALL OAKS	K-6	456	21.1	95.8	20.6	1.0	11.5	14.0	33.3
TANGLEWOOD	K-6	369	20.8	98.4	16.7	1.0	17.4	12.0	31.1
TAYAC	K-6	567	21.2	97.3	25.8	1.0	12.2	14.0	29.9

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ROSE VALLEY	3	108	4.1	4.4	4.6	4.0
	5	109	5.6	5.9	6.2	6.0
ROSECROFT PARK	3	99	3.9	3.9	4.3	3.7
	5	102	5.3	5.3	5.8	5.6
SAMUAL F. B. MORSE	3	96	3.4	3.6	3.8	3.4
	5	99	4.7	4.8	5.0	5.0
SAMUEL CHASE	3	99	3.3	3.8	4.1	3.5
	5	103	5.2	5.3	5.4	5.3
SANDYMOUNT	3	96	3.3	3.5	4.1	3.4
	5	97	4.3	4.5	4.6	4.7
SEABROOK	3	101	3.7	3.8	4.1	3.6
	5	103	5.1	5.3	5.5	5.4
SEAT PLEASANT	3	100	3.6	4.4+	4.4	3.6
	5	100	5.3	5.6	6.0	5.9
SHADYSIDE	3	95	3.0	3.5	4.0	3.3
	5	97	4.3	4.5	4.8	5.0
SILVER HILL	3	86	2.9	3.1	3.2	2.9
	5	94	4.7	4.6	4.9	4.4
SKYLINE	3	103	3.9	4.1	4.4	4.0
	5	99	4.6	4.8	5.0	4.9
SOMERSET	3	104	3.9	4.0	4.3	4.0
	5	108	5.8	6.0	6.1	5.9
SPRINGHILL LAKE	3	104	3.8	4.1	4.2	3.9
	5	105	5.5	5.5	5.6	5.4
SURRATTSVILLE	3	108	3.8	4.1	4.2	4.5
	5	107	6.0	5.9	6.4	6.3
TALL OAKS	3	102	3.7	4.0	3.9	3.8
	5	108	5.5	5.6	6.0	5.9
TANGLEWOOD	3	104	3.9	4.3	4.4	4.1
	5	106	5.2	5.1	5.6	5.6
TAYAC	3	100	3.3	3.5	3.7	3.6
	5	105	5.3	5.4	5.5	5.3

PRINCE GEORGE'S COUNTY (TEMPLETON - YORKTOWN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
TEMPLETON	K-6	504	21.3	95.6	21.6	2.0	13.7	21.2	36.0
THOMAS ADDISON	K-6	298	20.1	97.3	13.8	1.0	14.3	15.0	45.3
THOMAS CLAGGETT	K-6	640	20.4	94.4	29.4	2.0	11.4	33.0	36.3
THOMAS S STONE/MT RAINIER	K-6	762	21.8	95.2	32.9	2.0	11.0	19.0	23.5
TULIP GROVE	K-6	450	21.3	93.1	20.1	1.0	13.7	18.0	29.0
UNIVERSITY PARK	K-6	352	19.0	96.2	17.5	1.0	15.8	16.0	23.2
VALLEY VIEW	K-6	453	20.6	96.1	21.0	1.0	11.8	11.6	16.8
WALDON WOODS	K-6	381	24.0	95.7	14.9	1.0	16.4	14.0	29.5
WEST LANHAM HILLS	K-6	399	19.3	96.4	19.7	1.0	9.3	15.0	22.7
WHITEHALL	K-6	391	17.7	96.4	21.1	1.0	9.8	15.0	16.7
WILDERCROFT	K-6	301	18.9	97.0	14.9	1.0	10.4	26.2	22.0
WILLIAM BEANES	K-6	520	21.0	94.3	22.8	2.0	10.5	24.0	22.6
WILLIAM PACA	PK-6	400	18.8	97.6	20.3	1.0	13.7	31.0	37.5
WOODLEY KNOLL	4-6	365	16.6	96.8	21.0	1.0	8.6	20.0	45.5
WOODMORE	K-6	431	20.0	96.1	20.5	1.0	13.2	20.0	9.3
YORKTOWN	K-6	489	18.0	96.0	26.1	1.0	9.7	16.0	56.1

PRINCE GEORGE'S COUNTY (TEMPLETON - YORKTOWN)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCL GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
TEMPLETON	3	98	3.4	3.4	3.6	3.2
	5	102	5.0	5.2	5.6	5.1
THOMAS ADDISON	3	105	4.6	4.6	5.1	4.3
	5	107	5.7	5.7	6.2	5.9
THOMAS CLAGGETT	3	98	3.1	3.5	3.6	3.3
	5	97	4.4	4.5	4.8	4.8
THOMAS S STONE/MT RAINIER	3	101	3.1	3.3	3.8	3.3
	5	105	4.9	5.0	5.4	5.4
TULIP GROVE	3	98	3.5	3.7	3.8	3.6
	5	106	5.4	5.4	5.6	5.4
NIVERSITY PARK	3	113	4.4	4.5	4.7	4.1
	5	110	5.9	6.1	6.1	5.8
ALLEY VIEW	3	101	3.6	3.6	4.5	3.7
	5	102	5.1	5.2	5.7	5.4
ALDON WOODS	3	94	4.0	3.7	4.5	3.9+
	5	103	5.5	5.7	5.5	5.7
EST LANHAM HILLS	3	96	3.3	2.8	3.8	3.4
	5	107	4.9	5.3	5.4	5.4
HITEHALL	3	109	4.4	4.6	5.0	4.1
	5	112	6.3	6.5	6.8	6.4
ILDERCROFT	3	95	2.9	2.9	3.7	3.1
	5	95	4.2	4.5	5.1	4.6
ILLIAM BEANES	3	99	3.5	3.5	4.0	3.7
	5	102	4.7	4.7-	5.0	5.0
ILLIAM PACA	3	95	3.4	3.4	3.8	3.4
	5	102	5.8	5.0	5.5	5.3
OODLEY KNOLL	5	101	4.6	5.1	5.4	5.3
OODMORE	3	104	3.8	4.0	3.9	3.9
	5	108	6.1	6.2	6.3	6.1
RKTOWN	3	112	4.1	4.2	4.5	4.4
	5	111	6.1	6.2	6.3	6.1

PRINCE GEORGE'S COUNTY (ANDREW JACKSON JR. - G. GARDNER SHUGART JR.)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ANDREW JACKSON JUNIOR	7-9	751	17.1	93.4	41.0	3.0	8.3	19.0	29.5
BELAIR JR HIGH	7-9	845	17.9	96.1	44.2	3.0	9.4	14.3	36.4
BELTSVILLE JR HIGH	7-9	871	19.3	95.0	43.1	2.0	12.3	23.5	44.3
BEN D FOULDIS JR	7-9	805	17.1	90.8	44.0	3.0	9.1	19.3	36.2
BENJAMIN STODDERT JR	7-9	745	17.7	91.9	40.0	2.0	12.0	19.5	35.7
BENJAMIN TASKER JUNIOR	7-9	1,145	19.0	94.5	57.2	3.0	10.3	21.7	48.5
BLADENSBURG JR HIGH	7-9	846	17.6	89.3	46.0	2.0	11.0	24.5	19.8
BUCK LODGE JR HIGH	7-9	984	18.9	93.2	49.1	3.0	11.5	18.0	48.2
CHARLES CARROLL JR HIGH	7-9	909	18.4	92.3	46.5	3.0	9.9	17.0	30.3
CROOM VOCATIONAL	9-12	100	5.7	82.9	16.5	1.0	14.0	29.0	34.3
DWIGHT D EISENHOWER	7-9	1,175	19.1	92.8	58.4	3.0	8.5	24.5	30.0
ELEANOR ROOSEVELT SR	9-11	1,383	18.2	95.5	72.1	4.0	9.5	15.0	43.5
EUGENE BURROUGHS JR	7-9	1,005	19.5	95.1	48.5	3.0	11.4	23.0	40.8
FRANCIS SCOTT KEY JR	7-9	920	18.1	92.5	47.7	3.0	10.1	18.1	28.0
FREDERICK SASSCER JR	7-9	969	19.0	94.3	49.0	2.0	8.6	20.5	21.6
G GARDNE SHUGART JR	7-9	771	18.3	94.1	39.0	3.0	5.8	19.7	30.9

PRINCE GEORGE'S COUNTY (ANDREW JACKSON JR. - G. GARDNER SHUGART JR.)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ANDREW JACKSON JUNIOR	7	96	6.2	6.0	6.3	6.4
	9	98	7.5	7.6	7.4	7.6
BELAIR JR HIGH	7	111	7.8	7.8	7.9	7.8
	9	113	9.3	9.5	9.3	9.3
BELTSVILLE JR HIGH	7	107	7.2	7.1	7.3	7.4
	9	108	8.7	8.7	9.2	8.9
BEN D FOULOIS JR	7	100	6.2	6.4	6.6	6.6
	9	98	7.4	7.6	7.5	7.5
BENJAMIN STODDERT JR	7	97	6.0	6.0	6.2	6.2
	9	98	7.3	7.2	7.4	7.6
BENJAMIN TASKER JUNIOR	7	107	7.2	7.2	7.5	7.6
	9	109	8.8	8.7	9.0	9.0
LADENSBURG JR HIGH	7	98	6.0	6.0	6.3	6.2
	9	100	7.5	7.5	7.4	7.9
UCK LODGE JR HIGH	7	107	6.8	6.9	7.2	7.3
	9	107	8.6	8.5	8.9	9.0
HARLES CARROLL JR HIGH	7	102	6.7	6.7	7.0	7.0
	9	102	7.8	7.8	8.0	7.9
CROOM VOCATIONAL	NO TEST RESULTS AVAILABLE					
WIGHT D EISENHOWER	7	105	7.4	7.2	7.4	7.3
	9	107	8.7	8.7	8.7	8.8
LEANOR ROOSEVELT SR	9	125	10.9	10.8	10.7	10.9
UGENE BURROUGHS JR	7	113	7.6	7.7	8.1	8.0
	9	113	9.3	9.1	9.2	9.1
RANCIS SCOTT KEY JR	7	97	6.1	6.1	6.3	6.4
	9	97	7.3	7.5	7.4	7.7
REDERICK SASSCER JR	7	101	6.6	6.9	6.6	7.1
	9	103	8.2	8.3	8.1	8.4
GARDNER SHUGART JR	7	99	6.4	6.3	6.5	6.5
	9	101	7.9	7.8	8.1	7.7

PRINCE GEORGE'S COUNTY (GLENRIDGE JR. HIGH - ROBERT GODDARD JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
GLENRIDGE JR HIGH	7-9	914	17.6	92.0	49.0	3.0	10.1	19.0	30.8
GREENBELT JR HIGH	7-9	887	18.5	94.1	46.0	2.0	11.5	20.5	43.7
GYWNN PARK JR	7-9	971	18.7	95.0	50.0	2.0	7.4	17.5	25.0
HYATTSVILLE JR HIGH	7-9	707	17.4	86.0	38.7	2.0	9.1	20.5	31.2
JAMES MADISON JR	7-9	942	18.5	92.9	49.0	2.0	8.7	20.0	35.3
JOHN HANSEN JR HIGH	7-9	1,131	19.3	91.0	55.5	3.0	9.5	19.3	34.2
KENMOOR JUNIOR	7-9	909	19.4	90.3	43.9	3.0	8.5	18.0	31.1
KENT JR HIGH	7-9	704	15.6	93.5	42.1	3.0	9.4	12.0	31.3
LAUREL JR HIGH	7-9	801	18.4	90.9	41.6	2.0	11.5	27.0	36.9
LORD BALTIMORE JR HI	7-9	986	18.2	92.7	52.2	2.0	9.9	22.0	29.5
MARTIN LUTHER KING, JR.	7-9	1,014	19.5	95.3	49.0	3.0	10.7	24.8	30.8
MARY M BETHUNE JUNIOR	7-9	760	17.7	89.8	40.0	3.0	7.3	13.7	25.6
MT RAINIER JR HIGH	7-9	586	16.2	88.2	34.1	2.0	8.6	12.5	33.5
NICHOLAS OREM JR HIGH	7-9	676	17.8	92.9	36.0	2.0	9.5	23.5	25.8
OXON HILL JR	7-9	924	18.9	96.8	47.0	2.0	9.0	19.5	28.6
ROBERT GODDARD JR HIGH	7-9	1,171	20.1	89.3	54.1	4.0	9.9	19.5	29.4

PRINCE GEORGE'S COUNTY (GLENRIDGE JR. HIGH - ROBERT GODDARD JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
GLENRIDGE JR HIGH	7	99	6.3	6.4	6.6	6.5
	9	101	8.5	7.6	8.5	7.8
GREENBELT JR HIGH	7	101	6.6	6.5	6.9	6.8
	9	103	8.1	8.2	7.8	8.3
GYWNN PARK JR	7	101	6.5	6.6	6.6	6.9
	9	100	7.6	7.9	7.6	7.9
HYATTSVILLE JR HIGH	7	103	6.9	6.7	7.1	7.1
	9	104	8.2	8.3	8.5	8.1
JAMES MADISON, JR.	7	105	7.3	7.1	7.4	7.3
	9	105	8.5	8.3	8.6	8.4
JOHN HANSEN JR HIGH	7	104	6.8	6.9	7.3	7.4
	9	108	8.6	8.6	9.0	8.8
KENMOOR JUNIOR	7	98	6.0	6.1	6.1	6.4
	9	99	7.2	7.4	7.3	7.5
KENT JR HIGH	7	102	6.4	6.6	6.8	6.7
	9	99	7.9	7.7	8.1	8.0
LAUREL JR HIGH	7	104	7.1	6.9	7.0	7.1
	9	108	8.6	8.7	8.4	8.8
LORD BALTIMORE JR HI	7	105	7.0	7.0	6.9	7.2
	9	107	8.6	8.6	8.6	8.8
MARTIN LUTHER KING, JR.	7	111	7.8	7.7	7.7	7.8
	9	110	9.1	9.0	8.8	9.1
MARY M BETHUNE JUNIOR	7	101	6.6	6.6	6.7	7.0
	9	99	7.7	7.6	7.3	7.6
MT RAINIER JR HIGH	7	99	6.4	6.3	6.3	6.4
	9	99	7.3	7.4	7.0-	7.5
NICHOLAS OREM JR HIGH	7	105	8.0+	6.8	7.5	7.0
	9	105	8.3	8.4	8.4	8.5
OXON HILL JR	7	106	7.2	7.1	7.7	7.4
	9	109	9.0	9.0	8.9	8.9
ROBERT GODDARD JR HIGH	7	100	6.4	6.5	6.5	6.8
	9	103	7.7	7.9	7.3	7.9

PRINCE GEORGE'S COUNTY (ROGER B. TANEY JR. HIGH--WILLIAM WIRT JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ROGER B TANEY JR HIGH	7-9	876	18.2	92.3	46.1	2.0	11.4	21.5	43.0
ROLLINGCREST JR HIGH	7-9	666	17.8	92.9	35.5	2.0	12.4	24.7	38.7
SAMUEL OGLE JR HIGH	7-9	1,283	18.8	95.9	65.3	3.0	10.1	25.0	37.0
SPAULDING JR HIGH	7-9	701	17.7	90.1	36.5	3.0	9.5	15.2	25.3
STEPHEN DECATUR	7-9	820	18.9	94.9	41.5	2.0	10.2	19.5	37.0
SUITLAND JR HIGH	7-9	785	18.9	90.8	38.6	3.0	8.3	14.0	44.7
SURRATTSVILLE JR HIGH	7-9	903	19.2	94.5	45.0	2.0	11.0	22.5	36.2
THOMAS JOHNSON JR	7-9	976	17.1	93.0	54.0	3.0	7.3	22.9	24.6
THOMAS PULLEN JR HIGH	7-9	1,229	19.9	94.6	58.9	3.0	6.3	26.0	25.7
WALKER MILL JUNIOR	7-9	923	17.4	94.0	50.9	2.0	9.5	28.0	19.8
WILLIAM WIRT JR HIGH	7-9	788	18.5	89.7	40.5	2.0	12.7	23.5	35.3

PRINCE GEORGE'S COUNTY (ROGER B. TANEY JR. HIGH - WILLIAM WIRT JR. HIGH)

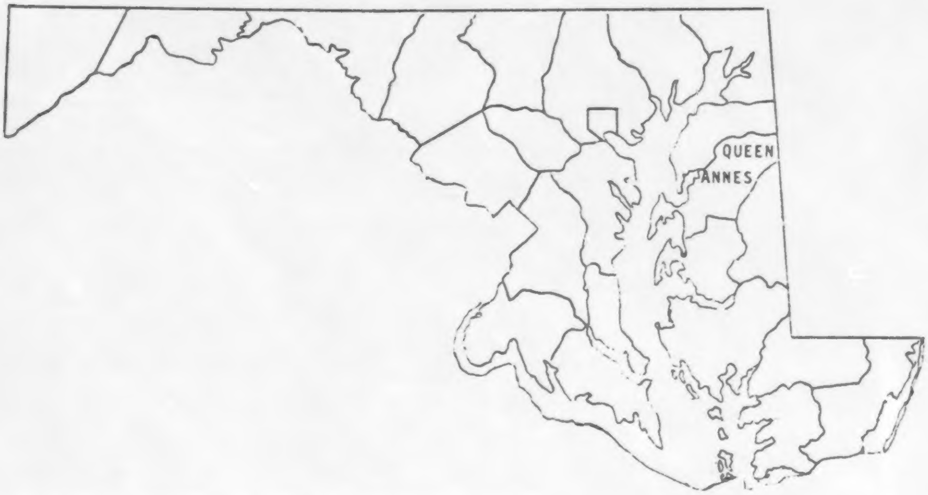
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
ROGER B TANEY JR HIGH	7	105	7.0	7.1	7.4	7.4
	9	107	8.6	8.2	8.5	8.6
ROLLINGCREST JR HIGH	7	101	6.4	6.3	6.6	6.6
	9	102	7.8	7.9	7.9	7.8
SAMUEL OGLE JR HIGH	7	112	8.0	7.7	8.0	8.0
	9	114	9.3	9.3	9.5	9.3
SPAULDING JR HIGH	7	96	6.2	6.2	6.2	6.6
	9	101	7.9	7.8	8.2	7.9
STEPHEN DECATUR	7	104	6.6	6.6	7.0	6.9
	9	103	8.2	8.1	8.3	8.4
SUITLAND JR HIGH	7	98	6.0	5.9	6.5	6.3
	9	97	7.1	7.1	7.5	7.2
SURRATTSVILLE JR HIGH	7	107	7.1	7.1	7.4	7.3
	9	104	8.4	8.3	8.6	8.6
THOMAS JOHNSON JR	7	110	7.2	7.2	7.1	7.5
	9	107	8.1	8.2	8.1	8.6
THOMAS PULLEN JR HIGH	7	109	7.4	7.5	7.5	7.6
	9	109	8.6	8.5	8.4	8.6
WALKER MILL JUNIOR	7	101	6.5	6.4	6.8	7.1
	9	100	7.7	7.8	8.1	8.0
WILLIAM WIRT JR HIGH	7	101	6.3	6.3	6.4	6.6
	9	101	7.7	7.8	7.7	7.6-

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

QUEEN ANNE'S COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	98	98	101	101
	5	99	101	100	102
	7	99	101	103	102
	9	97	97	99	100
VOCABULARY (ITBS)	3	3.3	3.2	3.6	3.5
	5	4.9	5.0	4.9	5.0
	7	6.5	6.7	6.8	6.9
	9	8.2	8.0	8.0	8.1
READING COMPREHENSION (ITBS)	3	3.3	3.3	3.6	3.7
	5	5.2	5.1	5.1	5.2
	7	6.8	6.8	6.9	6.9
	9	8.3	7.9	8.1	8.1
LANGUAGE TOTAL (ITBS)	3	3.8	3.9	4.3	4.1
	5	5.4	5.5	5.6	5.7
	7	7.0	6.9	7.1	7.3
	9	8.3	8.1	7.9	8.0
MATHEMATICAL TOTAL (ITBS)	3	3.4	3.4	3.5	3.6
	5	5.2	5.2	5.3	5.2
	7	6.8	6.7	7.2	7.1
	9	8.2	8.2	8.1	8.2

QUEEN ANNE'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	235	100	5	101	16.7	3.5	1.2
	5	344	97	4	102	15.0	5.0	1.5
	7	408	93	3	102	15.2	6.7	1.8
	9	497	82	1	100	14.9	8.1	1.9
(2) READING COMPREHENSION	3	235	100	5	101	16.7	3.7	1.2
	5	344	97	4	102	15.0	5.2	1.4
	7	408	93	3	102	15.2	6.9	1.6
	9	497	82	1	100	14.9	8.1	1.8
(3) SPELLING	3	235	100	5	101	16.7	4.3	1.4
	5	344	97	4	102	15.0	5.6	1.7
	7	408	93	3	102	15.2	7.2	2.1
	9	497	82	1	100	14.9	8.3	2.1
(4) CAPITALIZATION	3	235	100	5	101	16.7	4.1	1.3
	5	344	97	4	102	15.0	5.9	1.7
	7	408	93	3	102	15.2	7.3	2.1
	9	497	82	1	100	14.9	8.1	2.2
(5) PUNCTUATION	3	235	100	5	101	16.7	4.4	1.5
	5	344	97	4	102	15.0	5.9	1.6
	7	408	93	3	102	15.2	7.5	2.0
	9	497	82	1	100	14.9	7.9	2.3

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	235	100	5	101	16.7	3.8	1.4
	5	344	97	4	102	15.0	5.3	1.7
	7	408	93	3	102	15.2	7.1	2.0
	9	497	82	1	100	14.9	7.9	2.2
(7) LANGUAGE TOTAL	3	235	100	5	101	16.7	4.1	1.3
	5	344	97	4	102	15.0	5.7	1.5
	7	408	93	3	102	15.2	7.3	1.8
	9	497	82	1	100	14.9	8.0	1.9
(8) MATHEMATICAL CONCEPTS	3	235	100	5	101	16.7	3.6	1.0
	5	344	97	4	102	15.0	5.3	1.4
	7	408	93	3	102	15.2	7.3	1.5
	9	497	82	1	100	14.9	8.2	1.7
(9) MATHEMATICAL PROBLEMS	3	235	100	5	101	16.7	3.5	1.1
	5	344	97	4	102	15.0	5.2	1.3
	7	408	93	3	102	15.2	7.0	1.5
	9	497	82	1	100	14.9	8.1	1.7
(10) MATHEMATICAL TOTAL	3	235	100	5	101	16.7	3.6	1.0
	5	344	97	4	102	15.0	5.2	1.3
	7	408	93	3	102	15.2	7.1	1.4
	9	497	82	1	100	14.9	8.2	1.6

QUEEN ANNE'S COUNTY (CENTREVILLE PRIMARY - QUEEN ANNE'S COUNTY HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CENTREVILLE PRIMARY	K-3	363	20.7	95.7	16.5	1.0	11.5	17.0	8.6
CHURCH HILL ELEM	K-5	176	19.5	94.6	8.0	1.0	9.0	16.5	11.1
GRASONVILLE PRIMARY	K-4	179	16.3	95.6	10.0	1.0	6.0	15.6	9.1
KENT ISLAND ELEM	K-4	515	21.9	95.2	22.5	1.0	6.0	25.0	17.0
SUDLERSVILLE ELEM	K-4	332	19.5	94.1	16.0	1.0	11.1	20.0	17.6
CENTERVILLE MIDDLE	4-8	931	19.0	95.3	46.9	2.0	9.4	22.8	24.5
STEVENSVILLE MIDDLE	5-8	451	20.5	95.1	21.0	1.0	5.0	12.5	31.8
SUDLERSVILLE MIDDLE	5-8	349	18.4	94.9	18.0	1.0	10.0	8.0	21.2
QUEEN ANNES COUNTY HIGH	9-12	1,588	20.2	92.3	75.5	3.0	11.1	14.3	36.9

QUEEN ANNE'S COUNTY (CENTREVILLE - QUEEN ANNE'S COUNTY HIGH)

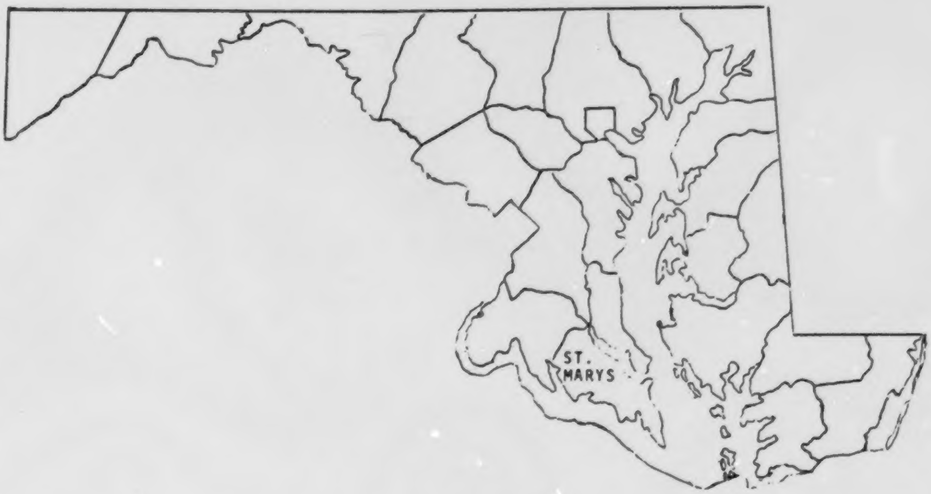
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

QUEEN ANNES COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CENTREVILLE PRIMARY	3	99	3.3	3.6	4.0	3.4
CHURCH HILL ELEM	3	98	3.4	3.6	3.9	3.5
	5	102	5.5	5.6	6.1	5.7
GRASONVILLE PRIMARY	3	99	2.9	3.3	3.8	3.4
KENT ISLAND ELEM	3	104	4.0	3.8	4.5	3.9
SUDLERSVILLE ELEM	3	101	3.5	3.7	4.1	3.5
CENTERVILLE MIDDLE	5	100	4.9	5.1	5.6	5.0
	7	101	6.8	6.9	7.2	7.1
STEVENSVILLE MIDDLE	5	102	5.1	5.2	5.5	5.2
	7	103	6.3	6.8	7.2	7.0
SUDLERSVILLE MIDDLE	5	104	5.1	5.4	6.0	5.7
	7	104	7.0	7.3	7.4	7.3
QUEEN ANNES COUNTY HIGH	9	100	8.1	8.1	8.1	8.2

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ST. MARY'S COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	99	96	99	101
	5	100	99	100	99
	7	101	100	101	100
	9	99	99	101	102
VOCABULARY (ITBS)	3	3.3	3.2	3.4	3.6
	5	5.1	5.0	5.2	5.2
	7	6.5	6.5	6.6	6.6
	9	7.8	7.8	8.0	8.1
READING COMPREHENSION (ITBS)	3	3.4	3.3	3.5	3.7
	5	5.3	5.1	5.2	5.1
	7	6.8	6.8	6.8	6.7
	9	8.0	8.0	8.2	8.1
LANGUAGE TOTAL (ITBS)	3	3.7	3.6	4.0	4.2
	5	5.4	5.3	5.7	5.7
	7	6.6	6.6	6.7	6.8
	9	7.8	7.7	8.1	8.2
MATHEMATICAL TOTAL (ITBS)	3	3.5	3.3	3.6	3.7
	5	5.5	5.4	5.5	5.4
	7	7.0	6.7	6.9	6.8
	9	8.2	8.2	8.4	8.3

ST. MARY'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	834	98	16	101	16.6	3.6	1.1
	5	822	100	16	99	16.1	5.2	1.5
	7	1,024	97	4	100	15.5	6.6	1.8
	9	1,121	86	2	102	15.8	8.1	2.0
(2) READING COMPRE-HENSION	3	834	98	16	101	16.6	3.7	1.2
	5	822	100	16	99	16.1	5.1	1.5
	7	1,024	98	4	100	15.5	6.7	1.7
	9	1,121	85	2	102	15.8	8.1	1.8
(3) SPELLING	3	[illegible]	98	16	101	16.6	4.3	1.3
	5	822	100	16	99	16.1	5.5	1.7
	7	1,024	98	4	100	15.5	6.8	2.0
	9	1,121	85	2	102	15.8	8.3	2.2
(4) CAPITAL-IZATION	3	834	98	[illegible]	101	16.6	4.2	1.2
	5	822	100	16	99	16.1	5.9	1.7
	7	1,024	97	4	100	15.5	7.0	2.0
	9	1,121	85	2	102	15.8	8.4	2.2
(5) PUNCTUATION	3	834	98	16	101	16.6	4.4	1.4
	5	822	100	16	99	16.1	5.7	1.6
	7	1,024	97	4	100	15.5	6.7	2.0
	9	1,121	85	2	102	15.8	8.2	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	834	98	16	101	16.6	4.0	1.3
	5	822	100	16	99	16.1	5.4	1.7
	7	1,024	97	4	100	15.5	6.8	2.0
	9	1,121	84	2	102	15.8	7.9	2.2
(7) LANGUAGE TOTAL	3	834	99	16	101	16.6	4.2	1.1
	5	822	100	16	99	16.1	5.7	1.5
	7	1,024	97	4	100	15.5	6.8	1.7
	9	1,121	85	2	102	15.8	8.2	1.9
(8) MATHEMATICAL CONCEPTS	3	834	98	16	101	16.6	3.7	0.9
	5	822	100	16	99	16.1	5.4	1.3
	7	1,024	97	4	100	15.5	6.9	1.5
	9	1,121	85	2	102	15.8	8.4	1.8
(9) MATHEMATICAL PROBLEMS	3	834	98	16	101	16.6	3.6	1.0
	5	822	100	16	99	16.1	5.4	1.3
	7	1,024	96	4	100	15.5	6.6	1.6
	9	1,121	85	2	102	15.8	8.2	1.8
(10) MATHEMATICAL TOTAL	3	834	98	16	101	16.6	3.7	0.9
	5	822	100	16	99	16.1	5.4	1.3
	7	1,024	97	4	100	15.5	6.8	1.4
	9	1,121	85	2	102	15.8	8.3	1.7

ST. MARY'S COUNTY (BANNEKER - TOWN CREEK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI- ZATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BANNEKER	K-5	392	19.0	93.5	19.6	1.0	8.7	8.0	9.7
BETHUNE	1-3	119	27.0	96.4	4.4		8.3		
DYNARD	PK,K,3-5	287	19.1	95.2	14.0	1.0	9.3	24.0	6.7
FRANK KNOX	K-5	387	20.4	95.5	18.0	1.0	8.3	17.0	21.1
GEORGE W CARVER	K-5	235	16.8	93.9	13.0	1.0	4.3	9.0	14.3
GREAT MILLS	K-5	167	22.3	93.7	6.5	1.0	12.6	7.5	26.7
GREENVIEW KNOLLS	K-5	492	25.2	97.1	18.5	1.0	12.8	15.8	20.5
HOLLYWOOD	K-5	162	20.3	95.3	7.0	1.0	14.5	19.0	37.5
LEONARDTOWN ELEM	K-5	458	6.6	95.7	65.8	4.0	9.4	15.9	17.2
LEXINGTON PARK	K-5	423	22.3	93.9	18.0	1.0	9.4	33.0	15.3
MECHANICSVILLE	K-5	355	20.9	94.9	16.0	1.0	4.1	12.5	5.9
OAKVILLE	PK-5	424	22.9	94.7	17.5	1.0	5.4	10.0	37.8
PARKHALL	PK-5	392	20.1	94.1	18.5	1.0	5.6	12.0	25.6
PINEY POINT	PK-5	356	16.9	95.1	20.0	1.0	6.0	14.0	19.0
RIDGE	K-5	207	18.8	95.8	10.0	1.0	8.9	32.0	27.3
TOWN CREEK	K-5	289	20.6	95.7	13.0	1.0	10.5	12.0	28.6

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ST MARYS COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BANNEKER	3	93	3.1	3.2	3.6	3.2
	5	96	4.7	5.0	5.3	5.2
BETHUNE	NO TEST RESULTS AVAILABLE					
DYNARD	3	94	3.9	3.6	4.3	3.5
	5	89	4.7	4.5	5.3	5.0
FRANK KNOX	3	99	3.6	3.5	4.4	4.0
	5	101	5.8	5.3	5.8	5.3
GEORGE W CARVER	3	104	4.0	3.8	4.5	4.0
	5	92	5.4+	5.4+	6.2+	5.7+
GREAT MILLS	3	83	3.0	3.3+	4.0+	3.3+
	5	89	5.2+	5.4+	5.3	5.4+
GREENVIEW KNOLLS	3	101	4.0	3.9	4.2	3.9
	5	104	4.9	5.1	5.5	5.2
HOLLYWOOD	3	107	3.7	4.2	4.4	3.8
	5	103	5.4	5.3	5.7	5.9
LEONARDTOWN ELEM	3	104	3.7	3.8	4.5	3.7
	5	101	5.2	5.2	6.0	5.4
LEXINGTON PARK	3	107	4.0	4.0	4.5	3.9
	5	100	5.2	5.2	5.5	5.4
MECHANICSVILLE	3	97	3.1	3.2	3.8	3.5
	5	99	4.9	5.0	5.7	5.2
OAKVILLE	3	100	3.2	3.2	3.7	3.3
	5	96	4.6	4.7	4.9	5.0
PARKHALL	3	95	3.6	3.8	4.3	3.5
	5	94	5.3	5.1	5.8+	6.1+
PINEY POINT	3	107	3.5	3.6	4.1	3.8
	5	99	5.3	5.3	5.7	5.5
RIDGE	3	95	3.6	3.6	4.0	3.4
	5	109	5.8	5.7	6.9	6.1
TOWN CREEK	3	110	4.1	4.2	4.9	4.1
	5	100	5.6	5.7	5.9	5.6

ST. MARY'S COUNTY (WHITE MARSH - GREAT MILLS SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
WHITE MARSH	K-5	391	21.1	94.4	17.5	1.0	7.3	27.0	21.6
ESPERANZA	6-8	714	16.6	94.5	40.5	2.5	9.9	14.8	25.6
LEONARDTOWN MIDDLE	6-8	696	13.9	94.4	47.0	3.0	7.2	16.2	12.0
MARGARET BRENT JR HIGH	6-8	792	18.0	93.4	41.5	2.5	9.6	20.3	18.2
SPRING RIDGE MIDDLE	6-8	790	16.8	93.7	44.5	2.5	8.7	21.1	14.9
CHOPTICON SR HIGH	9-12	1,782	23.8	92.5	71.0	4.0	9.1	14.0	25.3
GREAT MILLS SR HIGH	9-12	1,665	20.4	91.5	78.5	3.0	8.4	17.3	24.5

ST. MARY'S COUNTY (WHITE MARSH - GREAT MILLS SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ST MARYS COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
WHITE MARSH	3	108	3.6	4.1	4.4	3.9
	5	102	5.3	5.2	5.6	5.6
ESPERANZA	7	104	7.0	7.1	7.4	7.3
LEONARDTOWN MIDDLE	7	100	6.7	6.8	6.8	7.0
MARGARET BRENT JR HIGH	7	96	6.3	6.4	6.5	6.5
SPRING RIDGE MIDDLE	7	98	6.5	6.6	6.6	6.6
CHOPTICON SR HIGH	9	101	7.9	8.0	8.2	8.2
GREAT MILLS SR HIGH	9	102	8.2	8.3	8.2	8.4

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

SOMERSET COUNTY

- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	93	95	95	99
	5	92	93	91	98
	7	90	92	96	95
	9	93	95	97	98
VOCABULARY (ITBS)	3	3.2	3.5	3.6	3.9
	5	4.8	5.1	4.8	5.2
	7	6.2	6.1	6.3	6.4
	9	7.7	7.8	7.9	7.8
READING COMPREHENSION (ITBS)	3	3.3	3.6	3.6	3.8
	5	5.0	5.1	5.0	5.2
	7	6.3	6.4	6.6	6.5
	9	7.8	8.1	7.9	8.0
LANGUAGE TOTAL (ITBS)	3	3.7	4.1	4.1	4.4
	5	5.2	5.3	5.2	5.5
	7	6.3	6.2	6.6	6.7
	9	8.1	8.2	8.1	8.0
MATHEMATICAL TOTAL (ITBS)	3	3.3	3.5	3.6	3.8
	5	5.0	5.1	5.2	5.3
	7	6.5	6.4	6.5	6.5
	9	7.8	7.9	8.0	7.9

SOMERSET COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	267	89	8	99	16.5	3.9	1.0
	5	312	92	8	98	16.2	5.2	1.4
	7	377	93	5	95	14.6	6.4	1.7
	9	389	75	3	98	15.7	7.8	2.0
(2) READING COMPREHENSION	3	267	89	8	99	16.5	3.8	1.2
	5	312	92	8	98	16.2	5.2	1.4
	7	377	93	5	95	14.6	6.5	1.6
	9	389	75	3	98	15.7	8.0	1.8
(3) SPELLING	3	267	89	8	99	16.5	4.6	1.3
	5	312	92	8	98	16.2	5.8	1.6
	7	377	93	5	95	14.6	7.0	1.9
	9	389	75	3	98	15.7	8.4	2.2
(4) CAPITALIZATION	3	267	89	8	99	16.5	4.4	1.3
	5	312	92	8	98	16.2	5.5	1.6
	7	377	93	5	95	14.6	6.7	1.8
	9	389	75	3	98	15.7	8.0	2.2
(5) PUNCTUATION	3	267	89	8	99	16.5	4.7	1.5
	5	312	92	8	98	16.2	5.7	1.6
	7	377	93	5	95	14.6	6.5	1.8
	9	389	75	3	98	15.7	8.0	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	267	89	8	99	16.5	4.1	1.3
	5	312	92	8	98	16.2	5.1	1.5
	7	377	93	5	95	14.6	6.5	1.9
	9	389	75	3	98	15.7	7.9	2.1
(7) LANGUAGE TOTAL	3	267	89	8	99	16.5	4.4	1.2
	5	312	92	8	98	16.2	5.5	1.4
	7	377	93	5	95	14.6	6.7	1.6
	9	389	75	3	98	15.7	8.0	1.8
(8) MATHEMATICAL CONCEPTS	3	267	89	8	99	16.5	3.8	1.0
	5	312	92	8	98	16.2	5.4	1.3
	7	377	93	5	95	14.6	6.6	1.3
	9	389	75	3	98	15.7	7.8	1.7
(9) MATHEMATICAL PROBLEMS	3	267	89	8	99	16.5	3.7	1.0
	5	312	92	8	98	16.2	5.2	1.3
	7	377	93	5	95	14.6	6.5	1.5
	9	389	75	3	98	15.7	8.[illegible]	1.8
(10) MATHEMATICAL TOTAL	3	267	89	8	99	16.5	3.8	0.9
	5	312	92	8	98	16.2	5.3	1.2
	7	377	93	5	95	14.6	6.5	1.2
	9	389	75	3	98	15.7	7.9	1.6

SOMERSET COUNTY (CRISFIELD 3 - SOMERSET JR.)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CRISFIELD 3	3-5	242	22.0	96.0	10.0	1.0	12.9	25.5	36.4
GREENWOOD	4-6	313	20.9	95.7	14.0	1.0	9.7	22.0	26.7
MT VERNON 1	1-3	37	18.5	96.6	1.0	1.0	2.0	23.5	
MT VERNON 2	K,4-6	55	27.5	97.8	1.0	1.0	8.0	18.9	
PRINCESS ANNE	K-3	397	27.4	96.5	13.5	1.0	15.1	33.0	13.8
TYLERTON	K-6	15	15.0	98.5	1.0		3.0		
WESTOVER CONSOLIDATED	PK-6	321	17.8	96.4	16.0	2.0	9.7	20.5	5.5
CARTER G WOODSON	6-8	304	16.9	93.5	16.0	1.0	8.4	24.7	11.1
DEAL ISLAND	K-9	229	17.6	93.7	11.0	2.0	11.2	27.5	23.1
EWELL	K-8	86	24.6	95.3	3.5		4.9		
MARION	PK-8	316	19.1	96.7	14.5	2.0	12.8	16.5	18.2
CRISFIELD SR	9-12	541	17.5	92.5	29.0	2.0	11.7	16.5	16.1
SOMERSET JR	7-9	574	17.9	93.1	31.0	1.0	8.5	13.0	18.7

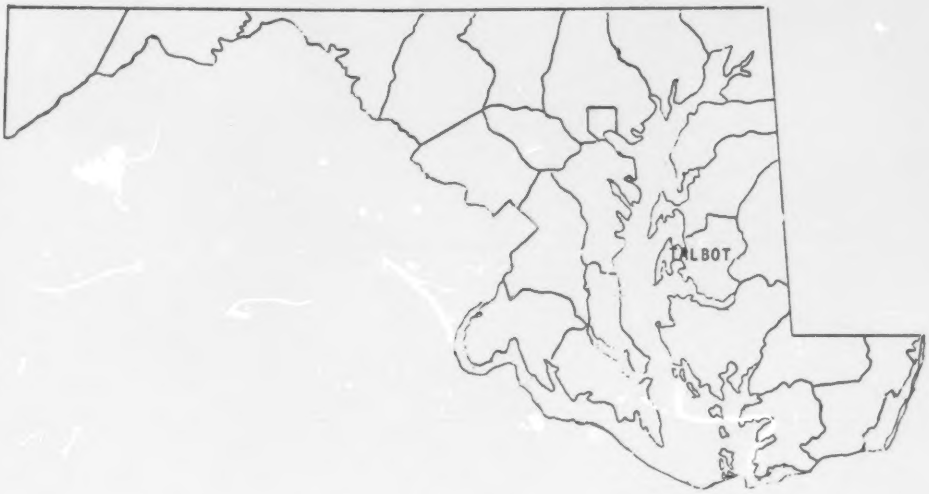
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

SOMERSET COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
			AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CRISFIELD 3	3	99	3.9	3.8	4.5	3.8
	5	100	5.3	5.4	5.8	5.3
GREENWOOD	5	101	5.1	5.1	5.5	5.3
MT VERNON 1	3	98	3.4	3.5	4.7+	3.7
MT VERNON 2	5	97	5.4	5.5	4.7	5.1
PRINCESS ANNE	3	103	4.4	4.4	4.9	4.2
TYLERTON	3	101	4.1	3.5	4.6	4.2
	5	95	6.1+	6.0+	6.0+	5.6+
WESTOVER CONSOLIDATED	3	93	3.6	3.4	3.9	3.3
	5	95	5.2	5.1	5.6	5.4
CARTER G WOODSON	7	96	6.3	6.4	6.7	6.6
DEAL ISLAND	3	93	3.4	3.4	3.7	3.5
	5	97	5.2	5.4	5.7	5.5
	7	90	6.3+	6.2+	6.0	6.4
	9	93	7.4	7.5	7.3	7.2
EWELL	3	89	3.4	3.0	3.4	3.0
	5	92	4.3	4.4	4.1	4.7
	7	102	6.2	6.3	6.8	6.7
MARION	3	103	3.9	4.2	4.6	3.9
	5	93	5.2	5.3+	5.5	5.3
	7	96	6.6	6.8+	6.8	6.9
CRISFIELD SR	9	98	8.0	8.3+	8.2	8.2
SOMERSET JR	7	95	6.4	6.5	6.7	6.4
	9	98	7.7	7.9	8.1	7.8

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

TALBOT COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	100	98	103	103
	5	100	100	103	100
	7	101	100	104	103
	9	103	102	106	104
VOCABULARY (ITBS)	3	3.6	3.5	3.7	3.8
	5	5.2	4.9	5.2	5.2
	7	6.7	6.7	6.9	6.7
	9	8.5	8.5	8.5	8.5
READING COMPREHENSION (ITBS)	3	3.7	3.6	3.8	4.0
	5	5.2	5.1	5.4	5.4
	7	7.0	6.9	7.0	7.0
	9	8.7	8.7	8.7	8.6
LANGUAGE TOTAL (ITBS)	3	4.2	4.1	4.2	4.6
	5	5.5	5.4	5.9	6.1
	7	6.9	7.0	7.3	7.0
	9	8.6	8.7	8.7	8.7
MATHEMATICAL TOTAL (ITBS)	3	3.7	3.6	3.7	4.0
	5	5.3	5.0	5.4	5.4
	7	6.9	6.8	7.1	6.9
	9	8.5	8.5	8.6	8.6

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	116	100	5	103	14.8	3.8	1.0
	5	85	100	5	100	15.8	5.1	1.5
	7	397	95	2	103	15.2	6.7	1.8
	9	466	80	2	104	15.8	8.5	2.2
(2) READING COMPREHENSION	3	116	100	5	103	14.8	4.0	1.1
	5	85	100	5	100	15.8	5.4	1.5
	7	397	95	2	103	15.2	7.0	1.8
	9	466	80	2	104	15.8	8.6	1.9
(3) SPELLING	3	116	100	5	103	14.8	4.7	1.2
	5	85	100	5	100	15.8	6.1	1.8
	7	397	95	2	103	15.2	7.0	2.1
	9	466	80	2	104	15.8	8.9	2.2
(4) CAPITALIZATION	3	116	100	5	103	14.8	4.7	1.2
	5	85	100	5	100	15.8	6.3	1.8
	7	397	95	2	103	15.2	7.4	2.0
	9	466	80	2	104	15.8	8.9	2.1
(5) PUNCTUATION	3	116	100	5	103	14.8	4.7	1.5
	5	85	100	5	103	15.8	6.1	1.7
	7	397	95	2	103	15.2	6.9	2.0
	9	466	80	2	104	15.8	8.6	2.1

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	116	100	5	103	14.8	4.2	1.3
	5	85	100	5	100	15.8	5.7	1.8
	7	397	95	2	103	15.2	6.9	2.0
	9	466	80	2	104	15.8	8.3	2.4
(7) LANGUAGE TOTAL	3	116	100	5	103	14.8	4.6	1.1
	5	85	100	5	100	15.8	6.1	1.5
	7	397	95	2	103	15.2	7.0	1.8
	9	466	80	2	104	15.8	8.7	2.0
(8) MATHEMATICAL CONCEPTS	3	116	100	5	103	14.8	4.0	0.9
	5	85	100	5	100	15.8	5.5	1.4
	7	397	95	2	103	15.2	6.9	1.6
	9	466	80	2	104	15.8	8.6	1.8
(9) MATHEMATICAL PROBLEMS	3	116	100	5	103	14.8	3.9	0.9
	5	85	100	5	100	15.8	5.3	1.3
	7	397	95	2	103	15.2	6.9	1.7
	9	466	80	2	104	15.8	8.7	1.8
(10) MATHEMATICAL TOTAL	3	116	100	5	103	14.8	4.0	0.9
	5	85	100	5	100	15.8	5.4	1.3
	7	397	95	2	103	15.2	6.9	1.6
	9	466	80	2	104	15.8	8.6	1.7

TALBOT COUNTY (CORDOVA - ST. MICHAELS HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

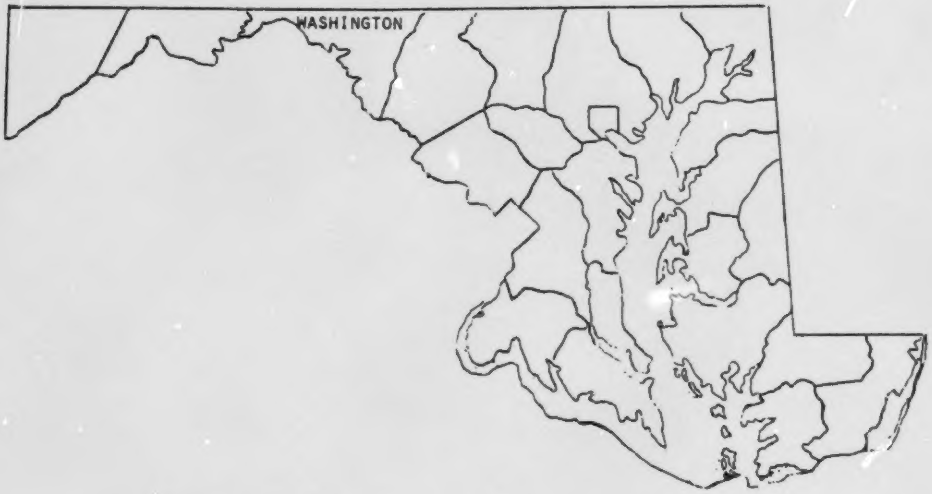
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CORDOVA	K-3	199	19.8	94.0	9.5	0.5	9.5	14.0	11.4
FREDERICK DOUGLASS	K-5	297	14.9	96.5	19.4	0.5	9.7	13.0	17.5
GLENWOOD	4-5	334	14.7	94.2	21.7	1.0	16.6	43.0	15.6
IDLEWILD	2-3	269	12.8	96.4	19.9	1.0	12.0	27.0	18.9
TILGHMAN	K-6	148	15.7	94.9	8.5	1.0	9.4	22.5	31.7
UPPER COUNTY	4-6	169	21.8	96.2	7.2	0.5	11.5	14.0	56.1
WHITE MARSH	K-6	245	14.0	95.6	16.4	1.0	11.3	29.0	17.2
EASTON MIDDLE	6-8	765	17.0	95.8	43.0	2.0	10.5	15.5	22.2
ST MICHAELS	6-8	258	12.6	94.2	19.0	1.5	10.2	16.0	36.6
EASTON HIGH	9-12	1,151	18.0	92.9	61.0	3.0	9.5	23.5	28.1
ST MICHAELS HIGH	9-12	375	12.9	91.2	27.0	2.0	9.2	25.0	34.5

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

TALBOT COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
CORDOVA	3	104	3.5	3.6	4.3	4.2
FREDERICK DOUGLAS	NO TEST RESULTS AVAILABLE					
GLENWOOD	5	100	5.0	5.1	5.9	5.3
IDLEWILD	3	102	3.7	3.9	4.3	3.9
TILGHMAN	3	108	4.1	4.5	5.1	4.1
	5	108	5.9	6.4	7.2+	6.0
UPPER COUNTY	5	96	4.9	5.3	6.0+	5.3
WHITE MARSH	3	96	3.8	3.9	4.0	3.6
	5	97	4.8	4.7	5.2	4.9
EASTON MIDDLE	7	103	6.6	6.8	7.0	6.8
ST MICHAELS	3	105	4.3	4.3	5.3+	4.2
	5	102	5.6	6.0+	6.7+	5.9
	7	102	7.0	7.4+	7.2	7.3
EASTON HIGH	9	105	8.5	8.7	8.7	8.6
ST MICHAELS HIGH	9	103	8.4	8.4	8.5	8.6

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION
WASHINGTON COUNTY



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- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	100	101	102	101
	5	103	102	103	105
	7	103	101	104	104
	9	104	102	105	103
VOCABULARY (ITBS)	3	3.4	3.5	3.8	3.8
	5	5.0	5.0	5.3	5.4
	7	6.7	6.6	6.9	6.8
	9	8.2	8.2	8.3	8.1
READING COMPREHENSION (ITBS)	3	3.5	3.7	3.9	3.9
	5	5.3	5.3	5.4	5.5
	7	6.9	6.7	6.9	6.9
	9	8.3	8.3	8.4	8.2
LANGUAGE TOTAL (ITBS)	3	3.9	4.1	4.3	4.3
	5	5.4	5.4	5.7	5.8
	7	6.8	6.7	7.0	6.9
	9	8.0	8.2	8.1	7.8
MATHEMATICAL TOTAL (ITBS)	3	3.7	3.7	3.8	3.8
	5	5.7	5.7	5.6	5.6
	7	7.3	7.1	7.4	7.2
	9	8.6	8.7	8.7	8.5

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1,574	93	28	101	16.8	3.8	1.0
	5	1,721	86	26	105	15.1	5.4	1.5
	7	1,817	84	8	104	15.4	6.8	1.9
	9	2,096	87	7	103	16.2	8.1	2.0
(2) READING COMPRE-HENSION	3	1,574	92	28	101	16.8	3.9	1.2
	5	1,721	86	26	105	15.1	5.5	1.5
	7	1,817	85	8	104	15.4	6.9	1.7
	9	2,096	86	7	103	16.2	8.2	1.9
(3) SPELLING	3	1,574	93	28	101	16.8	4.5	1.3
	5	1,721	86	26	105	15.1	5.8	1.7
	7	1,817	84	8	104	15.4	6.9	2.1
	9	2,096	87	7	103	16.2	7.9	2.3
(4) CAPITAL-IZATION	3	1,574	93	28	101	16.8	4.4	1.3
	5	1,721	86	26	105	15.1	6.0	1.8
	7	1,817	84	8	104	15.4	7.1	2.2
	9	2,096	87	7	103	16.2	7.9	2.3
(5) PUNCTUATION	3	1,574	93	28	101	16.8	4.6	1.5
	5	1,721	86	26	105	15.1	5.9	1.7
	7	1,817	84	8	104	15.4	6.9	2.2
	9	2,096	87	7	103	16.2	7.8	2.4

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1,574	93	28	101	16.8	4.0	1.3
	5	1,721	86	26	105	15.1	5.4	1.7
	7	1,817	84	8	104	15.4	6.7	2.1
	9	2,096	87	7	103	16.2	7.6	2.3
(7) LANGUAGE TOTAL	3	1,574	92	28	101	16.8	4.3	1.2
	5	1,721	86	26	105	15.1	5.8	1.5
	7	1,817	84	8	104	15.4	6.9	1.9
	9	2,096	87	7	103	16.2	7.8	2.1
(8) MATHEMATICAL CONCEPTS	3	1,574	93	28	101	16.8	3.8	1.0
	5	1,721	86	26	105	15.1	5.7	1.4
	7	1,817	84	8	104	15.4	7.3	1.7
	9	2,096	87	7	103	16.2	8.6	1.9
(9) MATHEMATICAL PROBLEMS	3	1,574	92	28	101	16.8	3.7	1.1
	5	1,721	86	26	105	15.1	5.5	1.3
	7	1,817	84	8	104	15.4	7.2	1.6
	9	2,096	87	7	103	16.2	8.3	1.8
(10) MATHEMATICAL TOTAL	3	1,574	92	28	101	16.8	3.8	1.0
	5	1,721	86	26	105	15.1	5.6	1.3
	7	1,817	84	8	104	15.4	7.2	1.6
	9	2,096	87	7	103	16.2	8.5	1.8

WASHINGTON COUNTY (BESTER - PANGBORN BOULEVARD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BESTER	PK-6	673	21.0	96.8	30.0	2.0	9.9	24.0	18.7
BOONSBORO ELEMENTARY	K-5	360	23.1	97.8	14.6	1.0	10.7	14.0	25.6
CLEAR SPRING ELEMENTARY	K-6	462	23.1	97.0	19.0	1.0	14.2	34.6	30.0
CONOCOCHEAGUE	K-5	308	23.7	96.5	12.0	1.0	14.5	38.0	30.8
EMMA K DOUB ELEMENTARY	K-5	285	21.9	97.0	12.0	1.0	14.0	13.0	33.5
FOUNTAIN ROCK	K-5	375	21.4	96.8	16.5	1.0	6.0	26.0	25.7
FOUNTAINDALE	K-5	446	19.4	97.2	22.0	1.0	12.9	20.0	30.4
FUNKSTOWN	K-5	283	25.7	97.9	10.0	1.0	9.2	10.0	18.2
GREENBRIER	PK-5	253	23.0	96.9	10.0	1.0	3.7	11.0	18.2
HANCOCK	PK-5	489	24.5	96.8	19.0	1.0	13.9	12.0	25.0
HICKORY	K-5	282	20.1	97.6	13.0	1.0	6.2	13.6	42.9
KEEDYSVILLE	1-6	97	19.4	97.3	4.0	1.0	3.7	15.4	40.0
LINCOLNSHIRE	PK-6	562	20.2	96.8	25.8	2.0	10.5	24.5	37.8
MAUGANSVILLE	PK-6	406	24.6	96.5	15.5	1.0	13.2	17.0	33.3
OLD FORGE	PK-5	327	21.8	98.2	14.0	1.0	6.1	15.0	13.3
PANGBORN BOULEVARD	K-5	576	22.1	95.1	25.0	1.0	11.1	16.0	34.6

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BESTER	3	88	3.1	3.0	3.3	3.1
	5	96	4.2	4.4	4.6	4.7
BOONSBORO ELEMENTARY	3	109	4.1	4.4	4.7	3.9
	5	112	5.5	6.0	6.4	6.2
CLEAR SPRING ELEMENTARY	3	98	3.5	3.5	3.9	3.4
	5	107	5.3	5.6	5.9	5.6
CONOCOCHEAGUE	3	101	3.9	4.0	4.3	3.9
	5	106	5.1	5.6	6.1	5.9
EMMA K DOUB ELEMENTARY	3	105	3.7	3.5	4.1	3.9
	5	102	5.2	5.7	6.5+	5.9
FOUNTAIN ROCK	3	99	3.8	3.8	4.1	3.5
	5	106	5.3	5.5	5.7	5.5
FOUNTAINDALE	3	109	4.2	4.2	4.9	4.3
	5	108	5.6	5.8	6.2	6.0
FUNKSTOWN	3	105	3.5	3.7	4.1	3.7
	5	109	5.5	5.6	6.0	5.9
GREENBRIER	3	99	3.8	3.8	3.7	3.7
	5	98	5.3	5.7+	5.3	5.5
HANCOCK	3	91	3.5	3.5	4.2	3.5
	5	106	5.0	5.5	5.6	5.6
HICKORY	3	103	3.8	4.1	4.7	3.8
	5	104	5.8	5.8	6.1	5.8
KEEDYSVILLE	3	81	3.9+	3.9+	4.4+	4.1+
	5	95	5.7+	5.1	5.9+	5.6+
LINCOLNSHIRE	3	105	4.2	4.4	5.2+	4.3
	5	111	5.7	5.9	6.3	6.0
MAUGANSVILLE	3	101	3.8	3.9	4.1	3.8
	5	109	5.6	5.6	6.1	5.9
OLD FORGE	3	104	4.3	4.4	5.2+	4.2
	5	108	5.6	6.0	6.3	6.0
PANGBORN BOULEVARD	3	108	4.5	4.5	5.2	4.5
	5	105	5.9	5.8	6.1	5.8

WASHINGTON COUNTY (PARAMOUNT - SMITHSBURG JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
PARAMOUNT	K-5	228	22.8	97.7	9.0	1.0	10.2	18.0	25.0
PLEASANT VALLEY	K-6	216	19.6	96.4	10.0	1.0	16.5	8.0	18.2
POTOMAC HEIGHTS	K-5	204	17.0	95.9	11.0	1.0	9.3	9.0	33.3
ROHRERSVILLE	1-6	94	18.8	98.4	4.0	1.0	10.0	34.0	40.0
SALEM AVENUE	K-4	410	19.5	95.9	20.0	1.0	10.5	26.0	28.6
SHARPSBURG	K-6	324	24.9	96.4	12.0	1.0	11.2	9.0	15.4
SMITHSBURG ELEMENTARY	PK-5	372	24.0	97.9	14.5	1.0	10.5	12.0	45.2
SURREY	K-5	255	21.3	96.5	11.0	1.0	8.1	33.0	33.3
WILLIAMSPORT ELEMENTARY	PK-5	649	25.0	96.3	25.0	1.0	16.0	18.5	30.8
WINTER STREET	K-4	348	20.5	95.9	16.0	1.0	9.4	11.0	23.5
WOODLAND WAY	PK-6	478	20.3	96.3	22.5	1.0	10.8	8.0	29.8
BOONSBORO MIDDLE SCHOOL	6-8	601	20.0	95.5	28.0	1.0	11.2	17.5	40.0
CLEAR SPRING MIDDLE	6-8	449	19.5	95.3	21.0	2.0	10.8	17.0	26.1
E RUSSELL HICKS	6-8	1,012	20.2	97.3	48.0	2.0	11.1	23.5	38.0
NORTH POTOMAC JR HIGH	6-8	878	19.1	95.3	44.0	2.0	13.4	32.5	34.8
SMITHSBURG JR HIGH	6-8	417	18.1	97.0	21.0	2.0	7.6	20.5	26.1

WASHINGTON COUNTY (PARAMOUNT - SMITHSBURG JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ASHINGTON COUNTY
CHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
PARAMOUNT	3	112	4.9	5.0	5.3	4.5
	5	113	6.5	6.3	6.6	6.2
PLEASANT VALLEY	3	96	3.4	3.4	3.8	3.3
	5	94	4.7	4.9	5.0	5.0
POTOMAC HEIGHTS	3	107	4.2	4.7	5.0	4.1
	5	104	5.0	5.2	5.4	5.4
ROHRERSVILLE	3	99	3.2	3.6	3.5	3.3
	5	100	4.7	4.9	5.0	4.8
SALEM AVENUE	3	97	3.3	3.6	4.1	3.5
SHARPSBURG	3	104	3.8	3.8	4.5	3.9
	5	99	4.7	4.8	4.8	5.0
SMITHSBURG ELEMENTARY	3	107	4.3	4.4	4.7	3.9
	5	103	5.9	5.9	5.9	5.5
SURREY	3	108	3.5	3.8	4.5	3.8
	5	102	5.1	5.0	5.0	5.3
WILLIAMSPORT ELEM	3	105	3.9	4.0	[illegible]	3.7
	5	105	5.3	5.4	6.1	5.5
WINTER STREET	3	101	2.9-	3.1-	3.5	3.2-
WOODLAND WAY	3	91	3.5	3.3	3.7	3.6
	5	94	4.8	5.0	4.7	[illegible]
OONSBORO MIDDLE SCHOOL	7	105	6.7	6.9	7.2	7.2
LEAR SPRING MIDDLE	7	101	6.3	6.6	6.3	6.8
RUSSELL HICKS	7	100	6.5	6.6	6.5	6.8
ORTH POTOMAC JR HIGH	7	107	7.3	7.4	7.6	7.8
MITHSBURG JR HIGH	7	107	7.0	7.2	7.2	7.7

WASHINGTON COUNTY (WASHINGTON MIDDLE - WILLIAMSPORT HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
WASHINGTON MIDDLE	5-8	810	18.0	94.1	43.0	2.0	11.4	25.7	33.3
WILLIAMSPORT MIDDLE	6-8	720	19.5	96.0	35.0	2.0	10.4	19.0	32.4
CASCADE MIDDLE	K-8	548	18.9	96.4	28.0	1.0	9.8	28.0	27.6
HANCOCK MIDDLE SR HI	6-8	530	17.1	94.0	30.0	1.0	11.9	37.0	19.3
BOONSBORO SR HIGH	9-12	946	20.1	93.4	45.0	2.0	14.0	17.7	46.8
CLEAR SPRING HIGH	9-12	576	19.2	92.3	28.0	2.0	10.8	16.9	40.0
NORTH HAGERSTOWN SR HIGH	9-12	1,662	19.5	93.0	81.0	4.0	14.0	17.3	52.9
SMITHSBURG SR HIGH	9-12	932	21.2	93.2	42.0	2.0	12.3	17.0	38.6
SOUTH HAGERSTOWN SR HIGH	9-12	1,568	21.2	91.1	71.0	3.0	13.9	19.6	40.5
WILLIAMSPORT HIGH	9-12	1,083	21.2	92.9	49.0	2.0	13.4	30.0	39.2

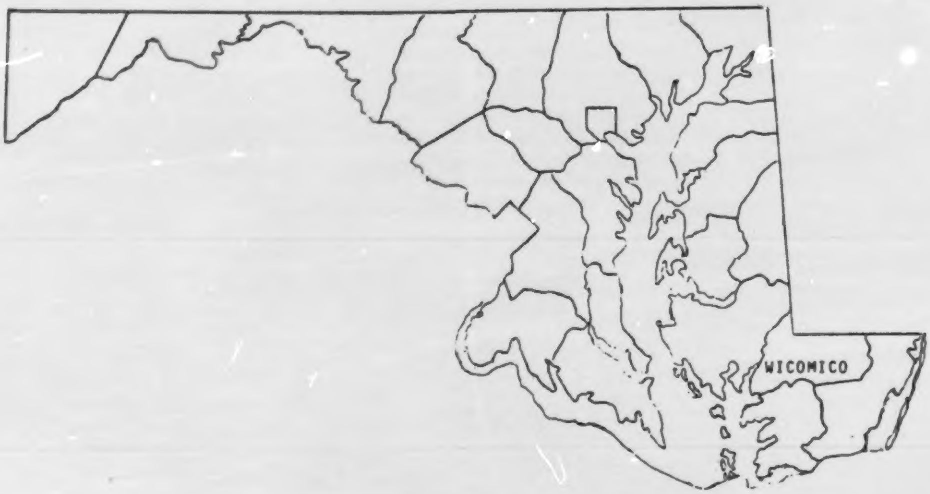
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
WASHINGTON MIDDLE	NO TEST RESULTS AVAILABLE					
WILLIAMSPORT MIDDLE	7	103	6.7	6.9	6.7	7.2
CASCADE MIDDLE	3	109	3.8	4.0	4.5	3.9
	5	107	5.5	5.8	5.8	5.8
	7	107	7.2	7.3	7.5	7.8
HANCOCK MIDDLE SR. HI	7	98	6.5	6.5	6.6	6.9
	9	97	7.4	7.6	7.4	8.0
BOONSBORO SR HIGH	9	100	7.6	7.9	7.3	7.9
CLEAR SPRING HIGH	9	101	7.9	8.1	7.4	8.3
NORTH HAGERSTOWN SR HIGH	9	107	8.5	8.6	8.2	8.9
SMITHSBURG SR HIGH	9	105	8.4	8.4	7.9	8.5
SOUTH HAGERSTOWN SR HIGH	9	99	8.0	8.0	7.8	8.3
WILLIAMSPORT HIGH	9	103	8.1	8.2	7.9	8.6

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WICOMICO COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	100	100	103	101
	5	101	102	103	101
	7	98	100	103	102
	9	103	102	103	103
VOCABULARY (ITBS)	3	3.4	3.5	3.7	3.8
	5	5.1	5.2	5.3	5.3
	7	6.8	6.8	7.0	6.9
	9	8.7	8.6	8.6	8.7
READING COMPREHENSION (ITBS)	3	3.6	3.6	3.8	3.9
	5	5.3	5.3	5.4	5.4
	7	6.9	6.9	7.0	7.0
	9	8.7	8.5	8.5	8.5
LANGUAGE TOTAL (ITBS)	3	3.9	3.9	4.3	4.4
	5	5.4	5.5	5.7	5.8
	7	6.8	7.0	7.2	7.3
	9	8.7	8.7	8.7	8.7
MATHEMATICAL TOTAL (ITBS)	3	3.5	3.5	3.6	3.7
	5	5.4	5.3	5.4	5.4
	7	6.9	7.0	7.2	7.3
	9	8.9	8.8	8.8	8.8

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	999	98	15	101	15.8	3.8	1.0
	5	1,096	99	13	101	14.8	5.3	1.5
	7	1,124	89	4	102	15.4	6.9	1.9
	9	1,072	86	4	103	16.0	8.7	1.9
(2) READING COMPRE-HENSION	3	999	98	15	101	15.8	3.9	1.2
	5	1,096	99	13	101	14.8	5.4	1.5
	7	1,124	89	4	102	15.4	7.0	1.7
	9	1,072	86	4	103	16.0	8.5	1.8
(3) SPELLING	3	999	98	15	101	15.8	4.5	1.2
	5	1,096	99	13	101	14.8	6.0	1.6
	7	1,124	89	4	102	15.4	7.4	2.1
	9	1,072	86	4	103	16.0	8.8	2.2
(4) CAPITAL-IZATION	3	999	98	15	101	15.8	4.6	1.2
	5	1,096	99	13	101	14.8	5.9	1.7
	7	1,124	89	4	102	15.4	7.3	2.1
	9	1,072	86	4	103	16.0	8.9	2.2
(5) PUNCTUATION	3	999	98	15	101	15.8	4.7	1.4
	5	1,096	99	13	101	14.8	5.8	1.7
	7	1,124	89	4	102	15.4	7.4	2.1
	9	1,072	86	4	103	16.0	8.6	2.1

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	999	98	15	101	15.8	3.9	1.4
	5	1,096	99	13	101	14.8	5.3	1.8
	7	1,124	89	4	102	15.4	7.1	2.1
	9	1,072	86	4	103	16.0	8.6	2.3
(7) LANGUAGE TOTAL	3	999	98	15	101	15.8	4.4	1.1
	5	1,096	99	13	101	14.8	5.8	1.5
	7	1,124	89	4	102	15.4	7.3	1.9
	9	1,072	86	4	103	16.0	8.7	1.9
(8) MATHEMATICAL CONCEPTS	3	999	98	15	101	15.8	3.8	0.9
	5	1,096	99	13	101	14.8	5.5	1.3
	7	1,124	89	4	102	15.4	7.5	1.7
	9	1,072	86	4	103	16.0	9.0	1.8
(9) MATHEMATICAL PROBLEMS	3	999	98	15	101	15.8	3.7	1.1
	5	1,096	99	13	101	14.8	5.3	1.3
	7	1,124	89	4	102	15.4	7.1	1.7
	9	1,072	86	4	103	16.0	8.7	1.8
(10) MATHEMATICAL TOTAL	3	999	98	15	101	15.8	3.7	1.0
	5	1,096	99	13	101	14.8	5.4	1.2
	7	1,124	89	4	102	15.4	7.3	1.6
	9	1,072	86	4	103	16.0	8.8	1.7

WICOMICO COUNTY (PITTSVILLE - BENNETT JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
PITTSVILLE	K-8	494	15.6	95.3	29.8	1.8	8.3	23.4	15.2
BEAVER RUN	K,2-6	544	19.6	97.8	25.7	2.0	9.9	20.1	17.0
DELMAR MARYLAND	K-6	923	23.1	97.2	37.9	2.0	10.5	29.5	22.5
EAST SALISBURY	K,2-6	538	19.4	97.4	25.7	2.0	12.2	28.7	15.5
FRUITLAND	K-6	866	22.0	96.9	36.4	3.0	15.1	20.6	20.3
GLEN AVENUE	K-6	549	20.1	96.7	25.3	2.0	9.6	24.5	23.1
NORTH SALISBURY	K,2-6	510	20.2	97.1	23.2	2.0	13.1	20.0	22.6
NORTHWESTERN	K-6	198	17.5	98.3	9.8	1.5	15.8	18.0	22.1
PEMBERTON	K-6	248	20.2	97.3	11.3	1.0	24.7	15.0	30.9
PINEHURST	K,2-6	442	16.9	97.3	24.2	2.0	16.1	25.0	24.8
POWELLVILLE	1-3	31	13.5	99.1	1.2	1.1	21.7	49.5	8.7
PRINCE STREET	K,2-6	455	17.5	96.0	24.0	2.0	10.1	24.5	11.5
SHARPTOWN	1-6	75	11.9	97.9	4.8	1.5	16.5	26.0	7.9
WESTSIDE	K-6	469	15.2	96.8	27.8	3.0	17.0	24.4	24.3
WILLARDS	K-3	95	22.1	96.9	3.2	1.1	17.9	20.2	27.9
BENNETT JR HIGH	7-8	933	17.9	95.7	50.0	2.0	9.8	19.7	19.2

WICOMICO COUNTY (PITTSVILLE - BENNETT JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WICOMOCO COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVERAGE SAS	SKILL AREAS VOCABULARY AVERAGE GE	READING COMPREHENSION AVERAGE GE	LANGUAGE TOTAL AVERAGE GE	MATHEMATICAL TOTAL AVERAGE GE
PITTSVILLE	3	101	3.3	3.0-	4.5	3.6
	5	101	4.5	4.7	5.1	4.9
	7	99	6.4	6.7	6.6	7.0
BEAVER RUN	3	102	3.7	3.8	4.3	3.7
	5	103	5.1	5.3	5.8	5.5
DELMAR MARYLAND	3	100	3.7	3.7	4.2	3.7
	5	102	5.1	5.2	5.5	5.5
EAST SALISBURY	3	98	3.7	3.7	4.2	3.5
	5	103	5.3	5.5	5.5	5.4
FRUITLAND	3	103	3.9	4.0	4.7	3.8
	5	100	5.5	5.6	6.1	5.7
GLEN AVENUE	3	104	3.9	4.1	4.6	3.8
	5	103	5.4	5.6	6.1	5.5
NORTH SALISBURY	3	103	3.9	4.0	4.8	3.8
	5	100	5.6	5.1	5.6	5.0
ORTHWESTERN	3	100	3.4	3.5	3.9	3.7
	5	96	5.2	5.0	5.5	5.8+
EMBERTON	3	102	4.1	4.2	4.3	3.7
	5	102	5.5	5.4	5.6	5.5
INEHURST	3	100	3.9	4.0	4.4	3.6
	5	109	6.0	6.1	6.4	6.0
OWELLVILLE	3	100	4.1	5.0+	5.1+	4.2+
RINCE STREET	3	102	3.8	3.9	4.4	4.2
	5	98	5.2	5.3	5.7	5.2
HARPTOWN	3	105	4.0	3.8	4.9	4.2
	5	100	5.0	5.2	5.8	4.9
ESTSIDE	3	99	3.5	3.7	4.3	3.6
	5	97	4.8	5.2	5.8	5.0
ILLARDS	3	102	3.8	4.0	4.4	3.9
NNETT JR HIGH	7	102	7.1	7.1	7.5	7.4

WICOMICO COUNTY (JAMES M. BENNETT SR. HIGH - WICOMICO SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
JAMES M BENNETT SR HIGH	9-12	1,224	17.2	94.4	69.0	2.0	10.4	16.0	22.5
MARDELA SR JR HIGH	7-12	567	17.7	96.4	30.0	2.0	11.1	21.7	18.7
PARKSIDE HIGH	9-12	1,147	17.4	94.1	63.0	3.0	10.9	18.1	39.4
WICOMICO JR HIGH	7-8	976	19.7	94.0	47.5	2.0	9.9	19.3	30.3
WICOMICO SR HIGH	9-12	1,278	18.0	93.3	67.9	3.0	10.8	20.6	31.0

WICOMICO COUNTY (JAMES M. BENNETT SR. HIGH - WICOMICO SR. HIGH)

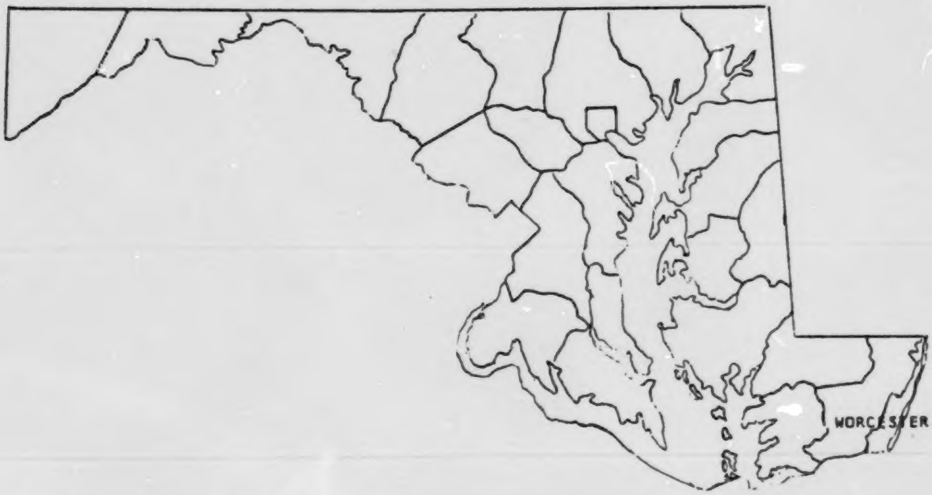
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKIIL AREA

WICOMOCO COUNTY
SCHOOL SYS[illegible]M

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
JAMES M BENNETT SR HIGH	9	103	8.8	8.7	8.9	8.9
ARDELA SR JR HIGH	7	101	6.6	6.8	7.3	7.1
	9	102	8.4	8.2	8.3	8.6
ARKSIDE HIGH	9	105	8.9	8.6	8.9	9.0
ICOMICO JR HIGH	7	102	6.8	7.0	7.4	7.2
ICOMICO SR HIGH	9	101	8.5	8.4	8.5	8.7

3.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WORCESTER COUNTY



- The school and financial resource data is tabulated, along with similar data for the other counties and the State, in Table 1, pages 26 and 27.

- Table 2A displays the countywide average grade equivalents for the major ITBS subtests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- From Table 3, three columns of data have been deleted this year: the percent disadvantaged by school, the level of mother's education, and the level of family income. The reason for this is that no data was available with sufficient reliability.

- As compared with the previous reporting years, Table 4 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Vocabulary, Reading Comprehension, Language Total, and Mathematics Total. The columns with "Maryland Norms" and the associated residuals of the previous years have been deleted. These norms and residuals were the products of a regression analysis of the grade equivalents on the standard age scores. However, the fact that these figures are absent from Table 4 this year does not imply that no regression was computed. It was. The interested reader is referred to Appendix C, where a complete set of Maryland Norms, for each SAS value between 76 and 125, and each grade level, is displayed. With these norms, there are associated standard errors. Whenever a grade equivalent in Table 4 exceeds its Maryland Norm by at least two such standard errors, it is marked with a + in the Table 4; whenever a grade equivalent is less than its norm by at least two such standard errors, it is marked with a - in Table 4. As a result, approximately 5 percent of all GE's in Table 4 were so marked, for the purpose of indicating those GE's which were the furthest removed from their Maryland Norms.

WORCESTER COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976) AND YEAR IV (1976-1977) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977
NONVERBAL ABILITY (CAT)	3	96	99	99	101
	5	99	99	99	100
	7	96	98	101	99
	9	97	97	100	100
VOCABULARY (ITBS)	3	3.2	3.4	3.9	4.0
	5	4.9	5.0	4.9	5.2
	7	6.1	6.4	6.8	7.2
	9	7.7	7.6	8.4	8.0
READING COMPREHENSION (ITBS)	3	3.3	3.5	4.1	3.8
	5	5.0	5.1	5.0	5.3
	7	6.4	6.6	6.9	6.9
	9	7.9	7.9	8.0	8.2
LANGUAGE TOTAL (ITBS)	3	3.9	4.2	4.6	4.6
	5	5.2	5.3	5.6	5.8
	7	6.4	6.6	7.3	7.2
	9	7.9	7.4	8.8	8.4
MATHEMATICAL TOTAL (ITBS)	3	3.4	3.6	4.0	3.9
	5	5.2	5.1	5.3	5.5
	7	6.5	6.6	7.1	7.0
	9	7.9	7.8	8.1	8.3

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	411	58	4	101	15.3	4.0	1.1
	5	444	95	5	100	15.5	5.2	1.5
	7	566	92	3	99	16.7	7.2	2.0
	9	584	79	3	100	15.1	8.0	2.0
(2) READING COMPREHENSION	3	411	58	4	101	15.3	3.8	1.2
	5	444	95	5	100	15.5	5.3	1.4
	7	566	92	3	99	16.7	6.9	1.7
	9	584	79	3	100	15.1	8.2	1.8
(3) SPELLING	3	411	58	4	101	15.3	4.7	1.2
	5	444	95	5	100	15.5	5.7	1.7
	7	566	92	3	99	16.7	7.3	2.1
	9	584	79	3	100	15.1	8.2	2.4
(4) CAPITALIZATION	3	411	58	4	101	15.3	4.8	1.2
	5	444	95	5	100	15.5	6.4	1.7
	7	566	92	3	99	16.7	7.5	2.1
	9	584	79	3	100	15.1	9.0	2.2
(5) PUNCTUATION	3	411	58	4	101	15.3	4.8	1.4
	5	444	95	5	100	15.5	5.9	1.6
	7	566	92	3	99	16.7	7.1	2.0
	9	584	79	3	100	15.1	8.4	2.2

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	411	58	4	101	15.3	4.0	1.3
	5	444	95	5	100	15.5	5.3	1.7
	7	566	92	3	99	16.7	6.9	2.2
	9	584	79	3	100	15.1	8.1	2.2
(7) LANGUAGE TOTAL	3	411	58	4	101	15.3	4.6	1.1
	5	444	95	5	100	15.5	5.8	1.5
	7	566	92	3	99	16.7	7.2	1.9
	9	584	79	3	100	15.1	8.4	2.0
(8) MATHEMATICAL CONCEPTS	3	411	58	4	101	15.3	3.9	0.9
	5	444	95	5	100	15.5	5.6	1.4
	7	566	92	3	99	16.7	6.9	1.6
	9	584	79	3	100	15.1	8.5	1.9
(9) MATHEMATICAL PROBLEMS	3	411	58	4	101	15.3	3.9	1.0
	5	444	95	5	100	15.5	5.3	1.3
	7	566	92	3	99	16.7	7.1	1.6
	9	584	79	3	100	15.1	8.1	1.9
(10) MATHEMATICAL TOTAL	3	411	58	4	101	15.3	3.9	0.9
	5	444	95	5	100	15.5	5.5	1.3
	7	566	92	3	99	16.7	7.0	1.5
	9	584	79	3	100	15.1	8.3	1.8

WORCESTER COUNTY (BUCKINGHAM - STEPHEN DECATUR SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFIL

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BUCKINGHAM	K-5	421	16.2	96.9	25.0	1.0	10.9	21.0	19.2
OCEAN CITY	K-5	387	16.3	95.5	22.7	1.0	10.8	17.5	25.3
POCOMOKE ELEMENTARY	K-3	388	17.6	96.3	21.0	1.0	12.7	29.0	18.2
SHOWELL ELEMENTARY	K-5	253	14.9	97.2	16.0	1.0	5.9	7.0	17.6
SNOW HILL ELEMENTARY	K-3	439	15.7	96.9	27.0	1.0	10.8	35.0	10.7
WHALEYSVILLE	K-3	41	13.7	97.6	3.0		12.8		
BERLIN MIDDLE	6-8	820	17.1	95.4	46.0	2.0	9.1	27.3	16.7
POCOMOKE MIDDLE	4-8	595	15.7	97.1	36.0	2.0	11.9	27.7	21.1
SNOW HILL MIDDLE	4-8	699	16.6	97.0	40.0	2.0	12.7	25.5	33.3
POCOMOKE SR HIGH	9-12	545	17.0	96.4	30.0	2.0	12.1	14.3	15.6
SNOW HILL SR HIGH	9-12	580	19.3	95.7	28.0	2.0	10.9	17.1	33.3
STEPHEN DECATUR SR HIGH	9-12	944	18.9	95.4	48.0	2.0	9.1	20.5	28.0

WORCESTER COUNTY (BUCKINGHAM - STEPHEN DECATUR SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WORCESTER COUNTY
SCHOOL SYSTEM

			SKILL AREAS			
			VOCABULARY	READING COMPREHENSION	LANGUAGE TOTAL	MATHEMATICAL TOTAL
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	AVERAGE GE	AVERAGE GE	AVERAGE GE
BUCKINGHAM	3	97	3.9	3.5	4.1	3.6
	5	96	4.8	5.0	5.1	4.9
OCEAN CITY	3	110	4.0	4.1	4.9	4.3
	5	108	6.0	6.0	6.8	6.2
POCOMOKE ELEMENTARY	NO TEST RESULTS AVAILABLE					
SHOWELL ELEMENTARY	5	101	5.1	5.2	5.5	5.3
SNOW HILL ELEMENTARY	3	99	4.2	4.0	4.7	3.9
WHALEYSVILLE	3	94	4.1+	3.7	4.4	4.2+
BERLIN MIDDLE	7	97	6.7	6.8	7.0	6.7
POCOMOKE MIDDLE	5	98	5.3	5.7+	6.2+	5.7
	7	103	6.9	7.2	7.8	7.4
NOW HILL MIDDLE	5	98	5.1	5.0	5.5	5.2
	7	98	8.2+	6.7	7.0	7.0
OCOMOKE SR HIGH	9	100	7.9	8.2	8.4	8.3
NOW HILL SR HIGH	9	97	8.4+	8.0	8.5+	8.4+
TEPHEN DECATUR SR HIGH	9	102	7.8	8.2	8.4	8.3

CHAPTER 4 A REPORT OF PROGRESS IN SOME SPECIAL PROGRAM AREAS

4.1 Project Basic

Project Basic is Maryland's response to a state and national thrust to review education in terms of preparing students to apply skills to real life situation. The state response came from the Maryland State Board of Education in a paper entitled, The Mission of Schooling, January 1977. In this paper, the Board reaffirmed its responsibility for establishing statewide educational standards and stated its commitment to schooling which enables learners to develop behaviors basic to effective adulthood. The Board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. Also, the Board specified the development by 1982 of competencies in these five areas for graduation. The five areas and their definitions as stated in the paper are:

A. Basic Skills - All people must be able to read, write and calculate.

B. Survival Skills - Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, inter-personal relations, mechanical, and personal finance.

C. World of Work - Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure - Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship - Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

In order to implement this Board action, the Maryland State Superintendent of Schools established The Project Basic Office. The staff of Project Basic is responsible for providing the leadership to coordinate the efforts of Maryland educators, students, and other citizens in four activities:

A. Identify the basic competencies essential to effective living in each of the five areas of human activity;

B. Design and develop instructional activities for these basic behaviors;

C. Develop assessment measures to certify student acquisition of the specified competencies; and,

D. Coordinate the statewide implementation of minimal competencies as a prerequisitite to graduation.

In accomplishing these activities, the staff of Project Basic will employ the technology of competency-based education. This technology includes the process of stating each of the specified basic behaviors in the five areas of human activity as a competency; for example, "A student will read to elicit necessary information from home electric bills." Instructional activities and assessment measures will then be developed and validated for the specified basic behavior.

The result of Project Basic will be a set of competencies students in Maryland must develop and demonstrate to graduate. This process will allow educators to certify, through competency demonstrations, what they and the students were able to accomplish together during their public school experiences. To achieve this result, the Project Basic Office will complete five products:

A. A compendium of Maryland-validated competencies declared in the five areas of human activity;

B. A list of performance-related assessment tasks to measure the declared competencies;

C. Instructional guides that describe school-based and community-based learning experiences for achieving the declared competencies;

D. An inservice program to assist local school systems in implementing competency-based requirements for graduation; and,

E. A procedure for continuously reviewing and updating the declared competencies.

The Project has a five-year implementation period to establish minimal competency-based prerequisites for graduation in Maryland. The timeline is as follows:

A. Develop by December 1977 a comprehensive plan and timeline for the Project.

B. Coordinate by July 1978 the process of developing and validating competencies in the five areas of human activity;

C. Select by July 1979 assessment tasks to measure student achievement of the declared competencies;

D. Develop by September 1980 with educators of Maryland a variety of learning experiences which permit students to build the declared competencies; and,

E. Work with school-community patrons to implement by July 1982 competency-based graduation requirements.

The Maryland State Department of Education competency-based thrust, a cooperative venture with communities in the state, is a developmental process similar to that being followed by other states. As of October 1977, 22 other states are involving educators, students, and other citizens to establish life-functioning competencies as prerequisites to graduation. These states are reviewing, designing, and implementing statewide program changes to improve education. In addition to the establishment of these graduation prerequisites, states are reexamining and restructuring the delivery of education so that the learners develop these basic life competencies through their schooling experiences.

In summary, Project Basic is a major effort to advance public education in Maryland by establishing a minimum set of competency requirements for graduation. Students will be required to demonstrate the competencies through performance-related assessment tasks as part of their learning experiences. This will enable students to develop competencies in five areas of human activity (basic skills, survival, world of work, world of leisure, and citizenship).

4.2 Mandate for Special Education Program Monitoring and Evaluation

Public Law 94-142 requires that the SEA will provide procedures for evaluation at least annually of the effectiveness of programs designed to meet the educational needs of handicapped children, including the evaluation of individualized education programs. The Maryland State Department of Education is also mandated to monitor all special education programs throughout the State to assure compliance with the statute. Procedures for both monitoring and evaluating are to be in place by October 1977.

4.2.1 Future Directions of Special Education Program Monitoring and Evaluation

In order to insure that the special education programs funded through the Maryland State Department of Education and the local school systems are effective and that the statutory and administrative requirements are met, a systematic and comprehensive evaluation and monitoring system is being developed by the Division. The purposes of the system are:

A. To determine the degree of local and State compliance with the policies, standards and guidelines set forth in the local and State annual program plans;

B. To determine the areas of necessary change in handicapped children's services and resources within the 24 LEAs as a basis for provision of technical and programmatic assistance as well as personnel development;

C. To provide a basis for the ongoing planning and quality improvement of special education programs in the 24 LEAs; and

D. To determine the service delivery systems which provide the most effective services at the least cost.

The Division, in cooperation with the local school system personnel, will monitor and evaluate compliance with stated administrative policies in the following areas as they relate to P.L. 94-142 and State statutes and regulations:

A. Full Education Opportunities Goal and Timelines;

B. Child Identification System;

C. Policy on Priorities;

D. Individualized Education Programs;

E. Procedural Safeguards;

F. Least Restrictive Environment;

G. Protection in Evaluation Procedures;

H. Comprehensive System of Personnel Development;

I. Private Placements;

J. Confidentiality of Information;

K. Pupil-Teacher Ratios;

L. Allocation and Use of Part B Funds;

M. State Excess Cost Requirements.

The planned evaluation and monitoring activities may be categorized into three major levels, as follows:

A. Level I - A determination of the local school systems' compliance with required general administrative policies and procedures;

B. Level II - An evaluation of specific programs/services provided by the local and state departments of education, including diagnostic-prescriptive, itinerant, resource room, structured-learning environment, special schools or centers, residential schools, and home-based programs/service; and

C. Level III - A review and evaluation of specific student-centered product measures focusing on behavior and academic skill areas.

Generally speaking, the levels of evaluation/monitoring activities will vary contingent upon the area of P.L. 94-142, the State Statute or regulation in question. For the most part, the levels of evaluation will be phased in over a period of approximately three years, from Level I through Level III.

Various forms and procedures for collecting data will be utilized, including, but not limited to, administrative and individual case review checklists, opinion questionnaires, rating scales, classroom observational techniques, and measurement of student change (review of progress in individualized educational programs, standardized tests, teacher observations and records). Programmatic and financial data submitted to the Division will also provide the basis for monitoring. The Special Services Information System will continue to collect data on the level, nature, frequency, and student-teacher ratio of services recommended and provided to handicapped children and youth. This information will be used to help meet part of the IEP evaluation requirements under P.L. 94-142. Furthermore, the Maryland Comprehensive Plans for Special Education Services, annual financial reports, and annual budgets will provide financial and personnel data for monitoring.

To provide support to these evaluation and monitoring activities, a variety of staff of the state and local levels will be involved in developing evaluation plans and collecting, analyzing and interpreting the data. The state level staff will include the Division Regional Administrators, other selected Division staff, and program evaluators from the Division of Certification and Accreditation. The local education staff will include the local directors of special education, building administrators, and selected instructional staff.

The development and implementation of the system will be a sequential process, focusing first on Level I activities, followed by Level II and then Level III. The general timetable for phasing in the three levels of evaluation over the next three years is given below:

1977-78 School Year

A. A procedure for a general programmatic and administrative review of LEA programs (Level I) will be developed and implemented;

B. Pilot testing of Level II evaluation activities will be initiated in selected local school systems;

C. An ongoing evaluation of the Comprehensive Plan for Personnel Development (to begin implementation in September, 1977) will be developed and implemented;

D. LEA staff will receive training in program evaluation (Levels I, II and III) via the Comprehensive Plan for Personnel Development;

E. Ongoing financial monitoring and federal project, nonpublic school and state institution educational program evaluations will continue.

1978-79 School Year

A. The procedure for the general programmatic and administrative review of LEA program will be refined (Level I);

B. Level II evaluations will be developed and implemented;

C. Pilot testing of Level III evaluation activities will be initiated in selected local school systems.

1979-80 School Year

A. Level I, II, and III evaluation activities will be implemented in all 24 local school systems.

4.3 Program Cost Accounting

On February 23, 1977, the State Board of Education officially adopted the Revised Financial Reporting Manual for Maryland Public Schools, mandatory for fiscal year 1979. The purpose of the Manual is to serve as a vehicle for assuring uniformity and comparability of financial reporting and to provide the basic framework necessary for a comprehensive system of financial program information.

Each financial transaction will be reported in four areas or dimensions - fund, object, program, and category. Funds are established by statute to assure money is spent as specified in appropriations as, for example, current expense fund, school construction fund, etc. An object is any article or service purchased as, for example, salaries, or supplies and materials. Program is the arrangement of objects of expenditures into groups designed to meet defined goals and objectives such as regular, special, and adult instructional programs or into smaller units as English, language arts, mathematics, etc. Categories are broad areas or groups of programs with similar goals such as instruction, operation of plant, pupil transportation, etc.

The structure of the manual is designed to meet a number of different reporting requirements. For example, information will be provided to program managers to meet funding, reporting or evaluation requirements made necessary by state or federal regulations, to the U.S. Office of Education according to Handbook II Revised categories, and to the General Assembly to meet legislative statute.

Such a comprehensive system of educational program information has implications for the measurement of progress or indicators of conditions. Ratios can be devised by combining program information with other statistical elements (such as pupils) to produce costs per pupil. School level costs can be determined by combining the financial program information system with the staff reporting system. In summary, the revised Manual make it possible to organize data in order to permit the interrelating and combining of data elements to meet numerous informational needs.

4.4 Project STAR

Project STAR (Standards Technical Assistance Resource) was initiated in July 1976 by the Maryland State Board of Education to improve basic skills in selected schools in the State which scored the lowest in the accountability testing program. The project works to achieve the following purposes: (1) to provide participant LEA's with a process model which will enable them to assess and improve their reading programs, (2) to assist the local educational agencies and selected schools through the use of the Standards to assess their current reading programs, (3) to assist local educational agencies in developing action plans for improving the selected schools' reading program, (4) to identify and provide technical assistance personnel to help with the implementation of action plans, and (5) to conduct research which documents the processes used for making changes in the reading program.

The essentials of the Project STAR Evaluation Design are as follows: (1) effect on student reading achievement, to be measured by the Maryland Accountability Program test scores on ITBS in each participating school and the functional reading test results in those schools for which Project STAR schools are feeder schools, (2) effect on staff by measures of their perception of reading program and school environmental change, (3) effect on school status with respect to critical standards (e.g., Standards 4, 16, 26, 27) of the Maryland State Department of Education Standards for Successful Reading Programs.

Project STAR provides opportunities for professional growth on the part of both school and LEA staff. Inservice activities are developed for the following groups of participants in the Project: (1) State STAR team and STAR school resource teachers, (2) STAR school principals, and (3) LEA central staff members. Major emphasis is placed upon conducting sessions which provide in-depth training of STAR school principals. The inservice activities address such topics as: (1) purposes and processes of Project STAR, (2) group process and the role of a change agent, (3) staff competencies needed to improve reading programs, and (4) language and reading pedogogical procedures.

During the 1976-77 school year, Project STAR provided service to eleven elementary schools in four LEAs in Maryland. The Project also implements a process which facilitates a gradual withdrawal on the part of STAR school resource teachers who are working in a Project STAR school for a second year. This year (1977-78) service is being provided to thirty-six elementary schools in five LEAs.

APPENDIX A THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

Public School Laws of Maryland

EDUCATIONAL ACCOUNTABILITY

Article 77, Section 28A

28A. Program of educational accountability for operation and management of public schools to be established.

(a) Education accountability program. The State Board of Education and State Superintendent of Schools, each board of education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:

(1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives in conformity with statewide educational objectives for subject areas including, but not limited to, reading, writing and mathematics.

(2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.

(3) Each school shall establish as the basis of its assessment, project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.

(4) Each school, with the assistance of its local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.

(5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.

(6) Reevaluation of programs, goals and objectives shall be regularly undertaken.

(b) Assistance from State Department of Education. The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards.

(c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as it deems necessary to carry out the provisions of this section.

(d) During January, 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to documentation indicating the progress of the State Department of Education, the local boards of education and each school in the State, toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.

(e) National standardized testing may not be used as the exclusive measure for evaluating educational accountability. (1972, ch. 359; 1975, ch. 559.)

APPENDIX B STATEWIDE GOALS IN READING, WRITING, AND MATHEMATICS (APPROVED 6/20/73)

Students in the public school systems of Maryland, upon completion of programs in reading, writing, and mathematics established by the local school, should achieve at least a minimum level of skills, and should be able to use these skills in everyday life. The established goals in each of these three areas include:

Goals in Reading

1. UTILIZE A VARIETY OF READING MATERIALS
2. USE A WORD RECOGNITION SYSTEM
3. COMPREHEND VARIOUS READING MATERIALS
4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY
5. SELECT READING AS A PERSONAL ACTIVITY

Goals in Writing

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING
2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY
3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

Goals in Mathematics

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS
2. PERFORM MATHEMATICAL MANIPULATIONS
3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES
4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS
5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS
6. APPRECIATE AND USE MATHEMATICS

Goals in Reading

Each Maryland student, who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and non-print (e.g., films, records, transparencies, maps, globes, charts).

2. USE A WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

Goals in Writing

Each Maryland student, who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

Goals in Mathematics

Each Maryland student, who has achieved the objectives for mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm). It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This goal requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such ability in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, and construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

This category is a combination of those mathematical abilities which are open-ended and those which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also require the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS.

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND TECHNIQUES OF MATHEMATICS.

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS.

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

APPENDIX C

MARYLAND NORM TABLES FOR THE VOCABULARY, READING COMPREHENSION, LANGUAGE TOTAL, AND MATHEMATICS TOTAL ITBS SUBTESTS

THIRD GRADE MARYLAND NORMS FOR VOCABULARY, READING COMPREHENSION, LANGUAGE TOTAL, AND MATHEMATICS TOTAL, BY STANDARD AGE SCORES

SAS	VOC	RDG	LT	MT	SAS	VOC	RDG	LT	MT
76	2.3	2.1	2.6	2.3	101	3.7	3.8	4.2	3.7
77	2.4	2.2	2.7	2.3	102	3.8	3.8	4.2	3.8
78	2.4	2.2	2.7	2.4	103	3.8	3.9	4.3	3.8
79	2.5	2.3	2.8	2.5	104	3.9	4.0	4.4	3.9
80	2.5	2.4	2.9	2.5	105	4.0	4.0	4.4	3.9
81	2.6	2.4	2.9	2.6	106	4.0	4.1	4.5	4.0
82	2.6	2.5	3.0	2.6	107	4.1	4.2	4.6	4.1
83	2.7	2.6	3.0	2.7	108	4.1	4.2	4.6	4.1
84	2.8	2.6	3.1	2.7	109	4.2	4.3	4.7	4.2
85	2.8	2.7	3.2	2.8	110	4.2	4.4	4.8	4.2
86	2.9	2.8	3.2	2.9	111	4.3	4.4	4.8	4.3
87	2.9	2.8	3.3	2.9	112	4.3	4.5	4.9	4.3
88	3.0	2.9	3.4	3.0	113	4.4	4.5	4.9	4.4
89	3.0	3.0	3.4	3.0	114	4.5	4.6	5.0	4.5
90	3.1	3.0	3.5	3.1	115	4.5	4.7	5.1	4.5
91	3.2	3.1	3.5	3.1	116	4.6	4.7	5.1	4.6
92	3.2	3.2	3.6	3.2	117	4.6	4.8	5.2	4.6
93	3.3	3.2	3.7	3.3	118	4.7	4.9	5.3	4.7
94	3.3	3.3	3.7	3.3	119	4.7	4.9	5.3	4.7
95	3.4	3.4	3.8	3.4	120	4.8	5.0	5.4	4.8
96	3.4	3.4	3.9	3.4	121	4.9	5.1	5.5	4.9
97	3.5	3.5	3.9	3.5	122	4.9	5.1	5.5	4.9
98	3.6	3.6	4.0	3.5	123	5.0	5.2	5.6	5.0
99	3.6	3.6	4.1	3.6	124	5.0	5.3	5.6	5.0
100	3.7	3.7	4.1	3.7	125	5.1	5.3	5.7	5.1

Standard error for Vocabulary: .37
Standard error for Reading Comprehension: .33
Standard error for Language Total: .36
Standard error for Mathematics Total: .26

The use of the above Norm Table is straightforward. For example, if your school of interest has an average SAS score of 103, say, the Maryland Norms for that school are 3.8, 3.9, 4.3, and 3.8 for the four normalized subtests. However, a somewhat more realistic picture is obtained by creating an interval about such norms, using the standard errors. To wit: adding and subtracting one standard error to the 3.8 for Vocabulary would give the interval (3.43-4.17) into which 68 percent of schools with SAS = 103 fell; adding and subtracting two standard errors would give the interval (3.06-4.54), outside of which only 5 percent of the schools with SAS = 103 reside. This latter interval served as the criterion for placing a + or - next to a GE in Table 4, a - for a GE to the left, and a + for a GE to the right of such an interval.

FIFTH GRADE MARYLAND NORMS FOR VOCABULARY, READING COMPREHENSION, LANGUAGE TOTAL, AND MATHEMATICS TOTAL, BY STANDARD AGE SCORES

SAS	VOC	RDG	LT	MT	SAS	VOC	RDG	LT	MT
76	3.2	3.1	3.4	3.4	101	5.2	5.2	5.6	5.5
77	3.3	3.1	3.5	3.5	102	5.3	5.3	5.6	5.6
78	3.3	3.2	3.6	3.6	103	5.4	5.4	5.7	5.6
79	3.4	3.3	3.7	3.6	104	5.4	5.5	5.8	5.7
80	3.5	3.4	3.8	3.7	105	5.5	5.5	5.9	5.8
81	3.6	3.5	3.8	3.8	106	5.6	5.6	6.0	5.9
82	3.7	3.6	3.9	3.9	107	5.7	5.7	6.1	6.0
83	3.8	3.7	4.0	4.0	108	5.8	5.8	6.2	6.1
84	3.8	3.7	4.1	4.1	109	5.8	5.9	6.2	6.1
85	3.9	3.8	4.2	4.1	110	5.9	6.0	6.3	6.2
86	4.0	3.9	4.3	4.2	111	6.0	6.1	6.4	6.3
87	4.1	4.0	4.4	4.3	112	6.1	6.1	6.5	6.4
88	4.2	4.1	4.4	4.4	113	6.2	6.2	6.6	6.5
89	4.2	4.2	4.5	4.5	114	6.3	6.3	6.7	6.6
90	4.3	4.3	4.6	4.6	115	6.3	6.4	6.7	6.6
91	4.4	4.3	4.7	4.6	116	6.4	6.5	6.8	6.7
92	4.5	4.4	4.8	4.7	117	6.5	6.6	6.9	6.8
93	4.6	4.5	4.9	4.8	118	6.6	6.7	7.0	6.9
94	4.6	4.6	5.0	4.9	119	6.7	6.7	7.1	7.0
95	4.7	4.7	5.0	5.0	120	6.7	6.8	7.2	7.1
96	4.8	4.8	5.1	5.1	121	6.8	6.9	7.3	7.1
97	4.9	4.9	5.2	5.1	122	6.9	7.0	7.3	7.2
98	5.0	4.9	5.3	5.2	123	7.0	7.1	7.4	7.3
99	5.0	5.0	5.4	5.3	124	7.1	7.2	7.5	7.4
100	5.1	5.1	5.5	5.4	125	7.1	7.3	7.6	7.5

Standard error for Vocabulary: .45
Standard error for Reading Comprehension: .33
Standard error for Language Total: .40
Standard error for Mathematics Total: .33

The use of the above Norm Table is straightforward. For example, if your school of interest has an average SAS score of 103, say, the Maryland Norms for that school are 5.4, 5.4, 5.7, and 5.6 for the four normalized subtests. However, a somewhat more realistic picture is obtained by creating an interval about such norms, using the standard errors. To wit: adding and subtracting one standard error to the 5.4 for Vocabulary would give the interval (4.95-5.95) into which 68 percent of schools with SAS = 103 fell; adding and subtracting two standard errors would give the interval (4.5-5.4), outside of which only 5 percent of the schools with SAS = 103 reside. This latter interval served as the criterion for placing a + or - next to a GE in Table 4, a - for a GE to the left, and a + for a GE to the right of such an interval.

SEVENTH GRADE MARYLAND NORMS FOR VOCABULARY, READING COMPREHENSION, LANGUAGE TOTAL, AND MATHEMATICS TOTAL, BY STANDARD AGE SCORES

SAS	VOC	RDG	LT	MT	SAS	VOC	RDG	LT	MT
76	3.8	4.0	4.3	4.3	101	6.7	6.7	6.9	7.0
77	3.9	4.1	4.4	4.4	102	6.8	6.8	7.0	7.1
78	4.0	4.2	4.5	4.5	103	6.9	6.9	7.1	7.2
79	4.1	4.3	4.6	4.6	104	7.1	7.0	7.2	7.3
80	4.2	4.4	4.7	4.7	105	7.2	7.2	7.3	7.4
81	4.3	4.5	4.8	4.8	106	7.3	7.3	7.5	7.5
82	4.5	4.6	4.9	4.9	107	7.4	7.4	7.6	7.6
83	4.6	4.7	5.0	5.0	108	7.5	7.5	7.7	7.7
84	4.7	4.8	5.1	5.2	109	7.7	7.6	7.8	7.8
85	4.8	5.0	5.2	5.3	110	7.8	7.7	7.9	7.9
86	4.9	5.1	5.3	5.4	111	7.9	7.8	8.0	8.0
87	5.1	5.2	5.4	5.5	112	8.0	7.9	8.1	8.2
88	5.2	5.3	5.5	5.6	113	8.1	8.0	8.2	8.3
89	5.3	5.4	5.6	5.7	114	8.2	8.2	8.3	8.4
90	5.4	5.5	5.8	5.8	115	8.4	8.3	8.4	8.5
91	5.5	5.6	5.9	5.9	116	8.5	8.4	8.5	8.6
92	5.6	5.7	6.0	6.0	117	8.6	8.5	8.6	8.7
93	5.8	5.8	6.1	6.1	118	8.7	8.6	8.7	8.8
94	5.9	5.9	6.2	6.2	119	8.8	8.7	8.8	8.9
95	6.0	6.1	6.3	6.3	120	9.0	8.8	8.9	9.0
96	6.1	6.2	6.4	6.4	121	9.1	8.9	9.0	9.1
97	6.2	6.3	6.5	6.5	122	9.2	9.0	9.1	9.2
98	6.4	6.4	6.6	6.7	123	9.3	9.1	9.3	9.3
99	6.5	6.5	6.7	6.8	124	9.4	9.3	9.4	9.4
100	6.6	6.6	6.8	6.9	125	9.5	9.4	9.5	9.5

Standard error for Vocabulary: .35
Standard error for Reading Comprehension: .28
Standard error for Language Total: .36
Standard error for Mathematics Total: .33

The use of the above Norm Table is straightforward. For example, if your school of interest has an average SAS score of 103, say, the Maryland Norms for that school are 6.9, 6.9, 7.1, and 7.2 for the four normalized subtests. However, a somewhat more realistic picture is obtained by creating an interval about such norms, using the standard errors. To wit: adding and subtracting one standard error to the 6.9 for Vocabulary would give the interval (6.55-7.25) into which 68 percent of schools with SAS = 103 fell; adding and subtracting two standard errors would give the interval (6.2-7.6), outside of which only 5 percent of the schools with SAS = 103 reside. This latter interval served as the criterion for placing a + or - next to a GE in Table 4, a - for a GE to the left, and a + for a GE to the right of such an interval.

NINTH GRADE MARYLAND NORMS FOR VOCABULARY, READING COMPREHENSION, LANGUAGE TOTAL, AND MATHEMATICS TOTAL, BY STANDARD AGE SCORES

SAS	VOC	RDG	LT	MT	SAS	VOC	RDG	LT	MT
76	5.0	5.0	5.3	5.3	101	8.1	8.0	8.1	8.2
77	5.2	5.1	5.5	5.5	102	8.2	8.1	8.2	8.3
78	5.3	5.2	5.6	5.6	103	8.3	8.2	8.3	8.4
79	5.4	5.3	5.7	5.7	104	8.5	8.4	8.4	8.6
80	5.5	5.5	5.8	5.8	105	8.6	8.5	8.6	8.7
81	5.7	5.6	5.9	5.9	106	8.7	8.6	8.7	8.8
82	5.8	5.7	6.0	6.0	107	8.8	8.7	8.8	8.9
83	5.9	5.8	6.1	6.1	108	8.9	8.9	8.9	9.0
84	6.0	6.0	6.2	6.3	109	9.1	9.0	9.0	9.1
85	6.1	6.1	6.3	6.4	110	9.2	9.1	9.1	9.2
86	6.3	6.[illegible]	6.5	6.5	111	9.3	9.2	9.2	9.4
87	6.4	6.3	6.6	6.6	112	9.4	9.3	9.3	9.5
88	6.5	6.4	6.7	6.7	113	9.6	9.5	9.4	9.6
89	6.6	6.6	6.8	6.8	114	9.7	9.6	9.6	9.7
90	6.8	6.7	6.9	6.9	115	9.8	9.7	9.7	9.8
91	6.9	6.8	7.0	7.1	116	9.9	9.8	9.8	9.9
92	7.0	6.9	7.1	7.2	117	10.0	9.9	9.9	10.0
93	7.1	7.0	7.2	7.3	118	10.2	10.1	10.0	10.2
94	7.2	7.2	7.3	7.4	119	10.3	10.2	10.1	10.3
95	7.4	7.3	7.4	7.5	120	10.4	10.3	10.2	10.4
96	7.5	7.4	7.6	7.6	121	10.5	10.4	10.3	10.5
97	7.6	7.5	7.7	7.7	122	10.6	10.5	10.4	10.6
98	7.7	7.6	7.8	7.9	123	10.8	10.7	10.5	10.7
99	7.8	7.8	7.9	8.0	124	10.9	10.8	10.7	10.8
100	8.0	7.9	8.0	8.1	125	11.0	10.9	10.8	11.0

Standard error for Vocabulary: .37
Standard error for Reading Comprehension: .29
Standard error for Language Total: .39
Standard error for Mathematics Total: .28

The use of the above Norm Table is straightforward. For example, if your school of interest has an average SAS score of 103, say, the Maryland Norms for that school are 8.3, 8.2, 8.3, and 8.4 for the four normalized subtests. However, a somewhat more realistic picture is obtained by creating an interval about such norms, using the standard errors. To wit: adding and subtracting one standard error to the 8.3 for Vocabulary would give the interval (7.93-8.67) into which 68 percent of schools with SAS = 103 fell; adding and subtracting two standard errors would give the interval (7.56-9.04), outside of which only 5 percent of the schools with SAS = 103 reside. This latter interval served as the criterion for placing a + or - next to a GE in Table 4, a - for a GE to the left, and a + for a GE to the right of such an interval.

APPENDIX D. SCHOLASTIC APTITUDE AND ACADEMIC ACHIEVEMENT OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE*

One way of getting an indication of the effectiveness of school systems in Maryland is to compare the performance of Maryland students on the Admission Testing Program (ATP), administered by a nonpublic national organization, the College Entrance Examination Board, with performance of students across the country. The ATP is organized to help higher educational institutions select students for admission.

In the two-battery series of ATP, i.e., Scholastic Aptitude Test (SAT) and Achievement Tests, the mean scores of Maryland high school seniors for the year 1976-77 were generally higher than national norms. Tables D-1 and D-2 present the comparison of Maryland high school seniors with the national sample on the Scholastic Aptitude Test and Achievement Test Scores, respectively.

Table D-1 shows that during 1976-77, the mean of Maryland students for the SAT was two points higher than the national sample for the Verbal Section, but on the Mathematics Section of the SAT, the mean of Maryland students was one point lower than the national sample.

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*Source: College Board ATP Summary Reports 1976-77 Maryland Seniors and College-Bound Seniors, 1976-77. Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program.

Table D-2 reveals that during the same year the achievement means of Maryland students were 28 points above the national mean for English Composition, 15 points higher in Mathematics Level 1, 17 points higher in Mathematics Level 2, 19 points higher in Biology, 19 points higher in Chemistry, 17 points higher in American History, and 14 points higher in French.

It may be pointed out, that since the students from Maryland took the test voluntarily, they may not be representative of all high school seniors in the state. However, the consistently higher means for Maryland students as compared with the national sample, with the exception of the math section of SAT, provide some indication of the effectiveness of school systems in Maryland.

STATE LEVEL

Table D-1

SCHOLASTIC APTITUDE TEST (SAT) SCORES OF MARYLAND COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1976-77

SCORE	VERBAL				MATH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	80	0	2,055	0	284	1	8,929	1
700-749	333	1	9,371	1	737	3	23,829	2
650-699	674	2	20,181	2	1,323	4	45,898	5
600-649	1,530	5	46,735	5	2,395	8	78,810	8
550-599	2,137	7	69,510	7	3,467	12	117,982	12
500-549	3,560	12	118,425	12	4,090	14	137,177	14
450-499	4,387	15	147,065	15	4,315	15	144,593	15
400-449	5,453	19	183,355	19	3,901	13	131,182	13
350-399	4,503	15	153,571	16	3,551	12	123,194	13
300-349	3,286	11	118,076	12	3,378	11	104,972	11
250-299	2,134	7	71,182	7	1,739	6	53,158	5
200-249	1,374	5	39,870	4	270	1	9,620	1
NUMBER	29,451		979,396		29,450		979,344	
MEAN	431		429		469		470	
STD. DEV.	113		110		120		119	

Table D-2

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1976-77

SCORE	ENGLISH COMPOSITION				MATH LEVEL I				MATH LEVEL II			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	76	1	1,977	1	82	2	3,364	2	306	28	6,880	23
700-749	316	6	7,397	4	245	7	8,074	5	210	19	5,735	19
650-699	587	11	15,934	8	413	12	14,003	9	250	23	6,449	21
600-649	720	14	22,892	11	534	15	22,419	15	159	15	4,990	16
550-599	856	17	31,481	16	743	21	29,135	19	85	8	3,423	11
500-549	864	17	34,648	17	679	19	26,801	18	37	3	1,169	4
450-499	752	15	31,546	16	434	12	22,181	15	26	2	883	3
400-449	507	10	27,162	14	251	7	14,015	9	11	1	541	2
350-399	267	5	16,239	8	112	3	7,503	5	3	0	321	1
300-349	123	2	8,426	4	35	1	2,093	1	2	0	78	0
250-299	32	1	2,496	1	8	0	316	0	1	0	25	0
200-249	13	0	341	0	0	0	14	0	1	0	3	0
NUMBER	5,113		200,539		3,536		149,918		1,091		30,497	
MEAN	544		516		562		547		683		666	
STD. DEV.	106		107		96		100		91		97	

Table D-2 (continued)

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1976-77

SCORE	BIOLOGY				CHEMISTRY			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	30	3	1,567	3	50	6	1,751	5
700-749	75	7	3,147	7	80	10	2,932	8
650-699	139	12	4,622	10	146	18	4,522	13
600-649	201	17	5,999	13	140	17	5,681	16
550-599	227	20	6,753	15	137	17	5,727	16
500-549	202	18	6,999	16	124	15	5,784	17
450-499	124	11	6,190	14	89	11	4,743	14
400-449	91	8	4,956	11	50	6	2,870	8
350-399	40	3	2,919	7	7	1	818	2
300-349	21	2	1,391	3	1	0	168	0
250-299	2	0	324	1	0	0	13	0
200-249	0	0	30	0	0	0	0	0
NUMBER	1,152		44,897		824		35,009	
MEAN	562		543		593		574	
STD. DEV.	99		114		97		102	

STATE LEVEL

Table D-2 (continued)

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1976-77

SCORE	AMERICAN HISTORY				FRENCH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	16	1	576	1	48	5	1,288	5
700-749	37	3	1,563	2	85	9	1,968	7
650-699	88	8	3,158	5	120	12	2,781	10
600-649	139	12	5,358	8	137	14	3,605	13
550-599	157	14	8,224	13	171	18	4,157	15
500-549	199	18	10,176	16	145	15	4,411	16
450-499	206	18	12,059	19	120	12	4,249	16
400-449	144	13	10,806	17	97	10	3,018	11
350-399	83	7	7,045	11	36	4	1,454	5
300-349	42	4	3,330	5	10	1	344	1
250-299	5	0	761	1	1	0	23	0
200-249	0	0	55	0	0	0	0	0
NUMBER	1,116		63,111		970		27,298	
MEAN	519		492		567		553	
STD. DEV.	103		103		107		109	

APPENDIX E. INSTRUMENTS USED TO MEASURE ACADEMIC ABILITY AND ACADEMIC ACHIEVEMENT

1. Introduction

Two nationally standardized measurement instruments were sources of data collected on student ability and achievement. The Cognitive Abilities Test (CAT), Form 1, 1971 edition, was used to measure student academic ability; and the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition was selected to assess academic achievement.

The ITBS and CAT were administered to all Maryland public school children in Grades 3, 5, 7 and 9 during the period March 1 to May 15, 1977.

2. Description of Instruments Used

2.1 Cognitive Abilities Test

The data presented here are from the Nonverbal Subtest of the CAT. The Nonverbal Subtest was selected as the source of academic ability data because it does not require students to read or to perform arithmetical computations. The test is intended to measure the student's ability to reason by using test questions that are not bound by formal school instruction. The test emphasizes the discovery of and flexibility in manipulating relationships expressed in figures, symbols, and patterns. It has three parts:

- Part I -- Figure Classification (17 minutes). Figure Classification measures the pupil's ability to determine how a set of figures is like and then to select from five alternatives the one that belongs with the set.
- Part II -- Figure Analysis (14 minutes). Figure Analysis measures the pupil's ability to determine how two figures are related to each other and then to select two figures that are related in the same way.
- Part III -- Figure Synthesis (16 minutes). Figure Synthesis measures the pupil's ability to select from alternative pieces those that when combined would form a particular whole.

The scores of the three parts are combined to form a total Nonverbal Ability Score. The Nonverbal Ability Scores are set so that a score of 100 equals the average score for any age group. A third grade class with an average Nonverbal Score of 100 indicates that, on the average, the students in that grade did as well on the test of nonverbal reasoning as did students of their age nationally.

2.2 Iowa Tests of Basic Skills

The following eight subtests of the ITBS were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

- Reading Skills

  Vocabulary (17 minutes). The Vocabulary Test measures the pupil's understanding of the meanings of words presented in short sentences. The pupil chooses, from among four alternatives, the word that has the closest meaning to the key word.

  Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for the test item.

- Basic Language Skills

  Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

  Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

  Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of a sentence or the part of a correspondence letter in which, if any, an error in punctuation occurs.

  Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors occur in the use of the verb forms, adjectives, adverbs, etc.

A total Language score is obtained by adding together the grade equivalent scores of the four basic language skills tests and dividing the sum by four (4).

- Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond the four fundamental processes of addition, subtraction, multiplication and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presented with a question and four alternative responses from which he is to select the one which best answers the question.

  Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he might experience in everyday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalent scores of the two mathematics tests and dividing the sum by two (2).

The achievement test scores are expressed as GE scores, read as grade equivalent scores. The first digit represents the grade and the second digit the month within the grade. A GE of 5.7 would be read fifth grade seventh month.